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Motivation in all spheres of life. International conference on motivation 2012.
Program & abstracts

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International Conference on Motivation **2012** 28-30. ∞.de



DIPF

Educational Research and Educational Information

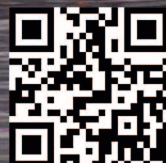
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International Conference on Motivation Motivation in all Spheres of Life

Program & Abstracts

German Institute for International Educational Research
Frankfurt am Main, Germany
with preceding Summer School
August 28 - 30, 2012



www.icm2012.de

Thomas Martens, Regina Vollmeyer & Kathrin Rakoczy
(Eds.)

International Conference on Motivation 2012

Motivation in all Spheres of Life

August 28-30, Frankfurt am Main, Germany

Program & Abstracts



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Welcome to the International Conference on Motivation 2012!

It is with great pleasure that we invite you to participate in the International Conference on Motivation 2012. The Conference is jointly organized by the DIPF, EARLI SIG 8 and Goethe University Frankfurt.

The first meetings on motivation in Europe were called the Workshop in Achievement and Task Motivation. In an effort to acknowledge these roots we wish to explicitly address the wide range of human domains for which motivation are important. We hope that the 2012 ICM conference will bring together all researchers who are interested in better understanding human motivation e.g. from learning, school, sport, occupational, developmental, and social psychology.

Following the tradition established in Landau (2006) and continued in Turku (2008) and Porto (2010), the ICM 2012 will be preceded by a Summer School for young researchers interested in topics related to motivation and emotion.



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Local Organizing Committee

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Regina Vollmeyer, Goethe University Frankfurt

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Katrin Arens, DIPF

Summer School Organizing Committee

Katharina Grunwald, IDEA, DIPF

Chantal Rietz, IDEA, DIPF

Thomas Martens, DIPF

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Thomas Martens, DIPF, Germany

Katrin Rakoczy, DIPF, Germany

Regina Vollmeyer, Goethe University Frankfurt, Germany

Keynote Speakers

Judith M. Harackiewicz, University of Wisconsin-Madison, USA

Peter Gollwitzer, New York University, USA

Mimi Bong, Korea University

Sponsors

DIPF - German Institute for International Educational Research

EARLI – European Association for Research on Learning and Instruction

Goethe University Frankfurt

Waxman

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Conference Venue

The ICM 2012 conference will be held at the Campus Westend.

Symposiums and Paper Sessions will take place in the IG-Building (see campus map on page 9), in the rooms 311, 251, 254, 454, and 457 (see map of IG-Building Ground Floor on page 9). Poster Sessions will take place in the rooms 0.251 and 0.254 in the IG Building **Basement** (see map on page 9).

Registration Desk

The registration desk will be located in the entrance hall of the IG-Building. It will be open daily from 08:00 a.m. to 6:00 p.m (till 8:30 p.m. on Tuesday).

Coffee breaks

During the breaks in the morning and in the afternoon, coffee and tea will be provided in the foyer in front of room 311 and in front of the basement rooms 0.251 and 0.254. For supplementary drinks there is coffee, soft drinks as well as snacks available at diverse cafeterias at the campus.

Lunch

The canteen is located in the Casino Building (see map of campus westend). Here you can choose from a variety of vegetarian and non-vegetarian meals. Please note that lunch is not included in the conference fee. You will have to pay for it in the canteen.

Opening hours: 11:30 a.m. – 15:00 p.m.

WiFi Internet

You can receive a specific WIFI code at the reception.

Printing/Copying

Three copy shops are located very close to IG Building:

Script & Kopie, Wolfsgangstr. 141, <http://www.copyshop-frankfurt.de/>

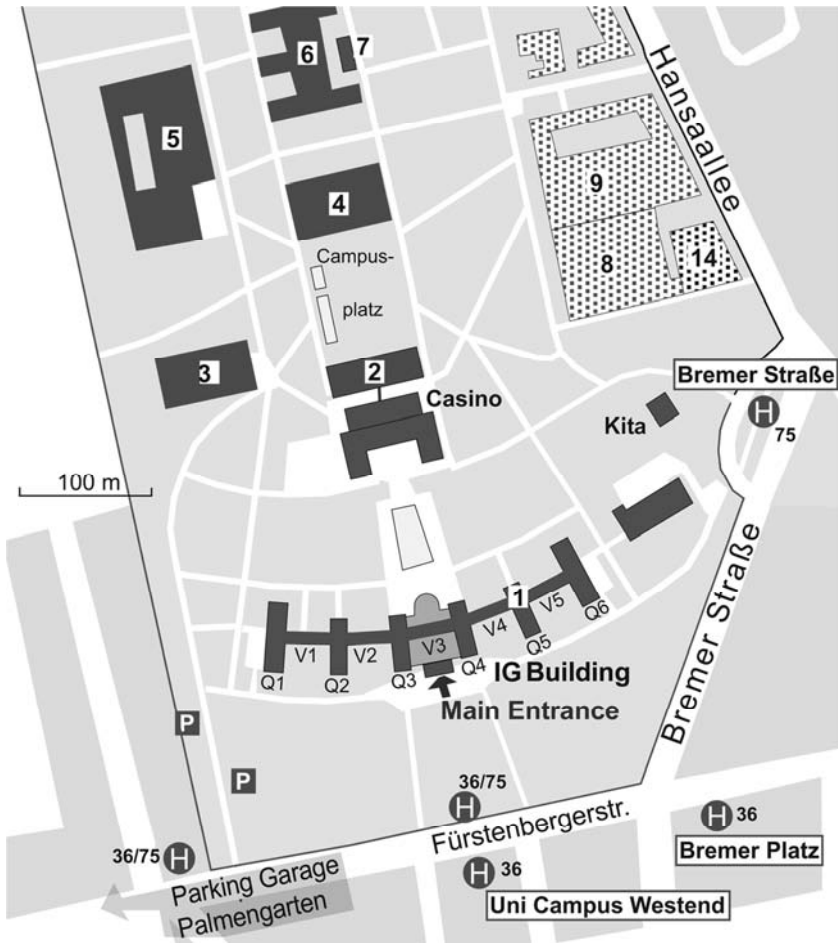
Copy am Campus, Parkstraße 20, <http://copyamcampus.de/>

Copy Burg, Fürstenbergerstraße 168, <http://www.copy-burg.de/>

Luggage

There will be a luggage area/wardrobe at the reception. We cannot store the luggage overnight. Please fetch your luggage at reception closing time.

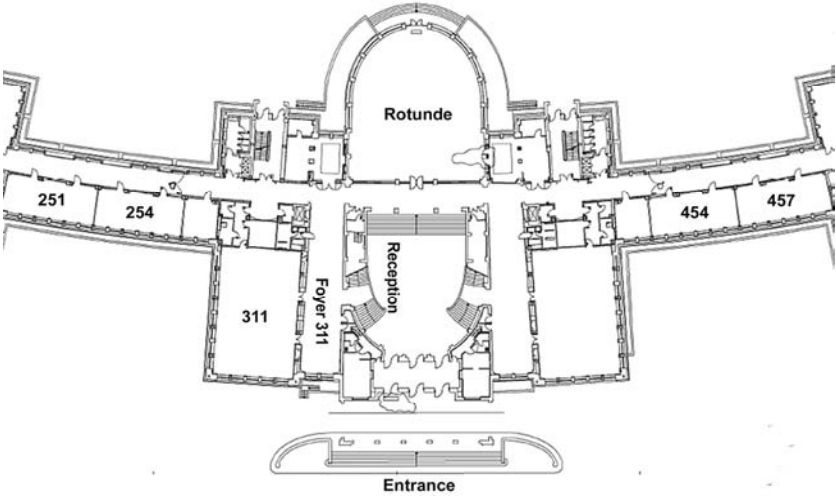
Map of Campus Westend



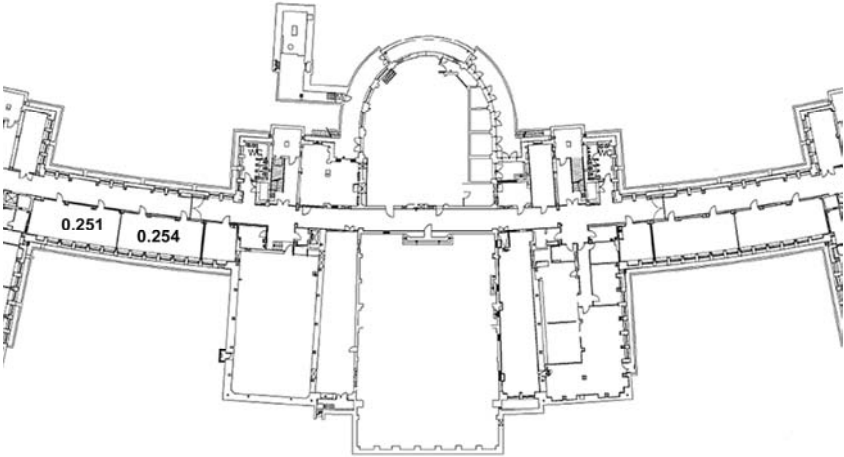
1 – IG-Building: conference venue

2 – Casino: canteen

Map IG-Building Ground Floor: Oral Presentations



Map IG-Building Basement: Poster Sessions



CC

Conference Venue

CC

Social Events

Welcome Reception, Tuesday, August 29

6:45 pm Entrance Hall

The Welcome Reception will be held directly at the conference venue in the Entrance Hall of the IG Building. Finger Food will be served.

Dinner, Wednesday, August 30

6:30 pm Halle der Helden, Hanauer Landstr. 192

The Conference Dinner will take place at "Halle der Helden". Beverages are included.

Remaining tickets for the Conference Dinner can be bought at the Reception (72 Euro).

How to reach "Halle der Helden" by public transport:

Coming from station "Holzhausenstraße":

take tram line(s) U1, U2, U3 or U8 (direction Frankfurt Süd), get off at „Willy-Brandt-Platz“ and

change to tram line 11 (direction Schießhüttenstadt), get off at "Schwedlerstr."

proceed in the same direction for 200m.

How to reach "Halle der Helden" by car:*

Coming from A661:

get off at Autobahnkreuz „Frankfurt a.M. Ost (Hanau)“ and

take "Hanauer Landstasse" direction "Stadtmitte/Osbahnhof" and then

turn left before the BMW bulidung and

drive on the "Union" compound.

There are enough parking spaces available (fees apply).

Timetable: Tuesday, 28/Aug/2012

Tuesday

8:30am - 9:00am	Welcome Session Location: 311 Chair: Thomas Martens	
9:00am - 10:30am	SYM-1: Investigating Motivational Goal Setting in Different Learning Contexts Location: 251 Chair: Sanna Järvelä Discussant: Alexander Minnaert Organizers: Dirk Bissbort & Sanna Järvelä	SYM-2: The Role of Instrumental Motivation at the Departmental, Course Level and in Job-Seeking Contexts Location: 254 Chair: Richard A. Walker Discussant: Markku Niemivirta Organizer: Luke K. Fryer
10:30am - 11:30am	Poster Session & Coffee Break Location: Foyer & Basement	
11:30am - 12:30pm	KEY-1: Promoting Interest and Performance in Math and Science Courses: the Importance of Utility Value Location: 311 Judith M. Harackiewicz, University of Wisconsin-Madison	
1:30pm - 3:00pm	PAP-1: Goal Orientation Location: 251 Chair: Thea Peetsma	PAP-2: Higher Education Location: 254 Chair: Taiga Brahm
3:00pm - 3:30pm	Coffee Break	
3:30pm - 5:00pm	PAP-6: Self-Determined Motivation in University Location: 251 Chair: Barbara Hanfstingl	PAP-7: Interest Location: 254 Chair: Doris Lewalter
5:15pm - 6:30pm	SIG 8 Meeting Location: 311 Chairs: Jenefer Husman & Thomas Martens	
6:45pm - 8:30pm	Welcome Reception Location: Entrance Hall Chair: Regina Vollmeyer	

Timetable: Tuesday, 28/Aug/2012

<p>SYM-3: New Insights in the Effects and Universality of Basic Psychological Need Satisfaction Location: 311 Chair: Maarten Vansteenkiste Discussant: Avi Assor Organizer: Maarten Vansteenkiste</p>	<p>SYM-4: What Can and Cannot yet Be Said about Motivation for Challenging Tasks? Location: 454 Chair: K. Ann Renninger Discussant: K. Ann Renninger Organizer: K. Ann Renninger</p>	<p>SYM-5: Motivation in the Teaching Profession and Beyond Location: 457 Chair: Dominik Becker Discussant: Nele McElvany Organizers: Dominik Becker & Kerstin Drossel</p>
<p>POS-1: Self-Determined Motivation Location: 0.251</p>	<p>POS-2: Motivation for Teaching Location: 0.251</p>	<p>POS-3: Academic Motivation in Higher Education Location: 0.254</p>
<p>KEY-1: Promoting Interest and Performance in Math and Science Courses: the Importance of Utility Value Location: 311 Judith M. Harackiewicz, University of Wisconsin-Madison</p>		
<p>PAP-3: Self-Determined Teaching Location: 311 Chair: Bodil Stokke Olaussen</p>	<p>PAP-4: Elementary School Location: 454 Chair: Birgit Spinath</p>	<p>PAP-5: Teacher Motivation Location: 457 Chair: Einar M. Skaalvik</p>
<p style="text-align: center;">Coffee Break</p>		
<p>PAP-8: Goal Orientation in School Location: 311 Chair: Natalie Fischer</p>	<p>PAP-9: Motivation in Classrooms Location: 454 Chair: Angela Mary Mornane</p>	<p>PAP-10: Teachers and Self-Concept Location: 457 Chair: Fani Lauermann</p>

Timetable

Timetable: Wednesday, 29/Aug/2012

Wednesday

9:00am - 10:30am	SYM-6: Introducing Real Life into School: Lifelike Learning Environments and Student Interest Development <i>Location: 251</i> <i>Chair: Doris Lewalter</i> <i>Discussant: K. Ann Renninger</i> <i>Organizers: Doris Lewalter & Gera Noordzij</i>	SYM-7: Theoretical Challenges for Motivational Regulation: Action-Related Considerations Revisited <i>Location: 254</i> <i>Chair: Thomas Martens</i> <i>Discussant: Alexander Minnaert</i> <i>Organizer: Thomas Martens</i>
10:30am - 11:30am	Poster Session & Coffee Break <i>Location: Foyer & Basement</i>	
11:30am - 12:30pm	KEY-2: Planning Improves Goal Striving <i>Location: 311</i> <i>Peter Gollwitzer, New York University</i>	
1:30pm - 3:00pm	SYM-11: Further Explorations into the Antecedents and Structure of Controlled and Autonomous Student Motivations <i>Location: 251</i> <i>Chair: Kenneth Whaley</i> <i>Discussant: Hyungshim Jang</i> <i>Organizers: Avi Assor & Haya Kaplan</i>	SYM-12: Why Don't Students Study? <i>Location: 254</i> <i>Chair: Richard A. Walker</i> <i>Discussant: Stuart A. Karabenick</i> <i>Organizers: Luke K. Fryer & Thomas Martens</i>
3:00pm - 3:30pm	Coffee Break	
3:30pm - 5:00pm	PAP-11: Affect and Emotion Regulation <i>Location: 251</i> <i>Chair: Berit Irene Lassesen</i>	PAP-12: Feedback <i>Location: 254</i> <i>Chair: Birgit Harks</i>
6:30pm	Conference Dinner <i>Location: Halle der Helden</i> Hanauer Landstr. 192	

Timetable: Wednesday, 29/Aug/2012

<p>SYM-8: Motivations, Beliefs and Practices of Preservice Teachers Location: 311 Chair: Caroline Mansfield Discussant: Julianne Turner Organizers: Caroline Mansfield et al.</p>	<p>SYM-9: The Functional Relevance of Individual Differences in Needs for Well-Being Related Outcomes Location: 454 Chair: Barbara Flunger Discussant: Maarten Vansteenkiste</p>	<p>SYM-10: Autonomy Support and Structure Location: 457 Chair: Richard A. Walker Discussant: Avi Assor</p>
<p>POS-4: Well-Being and Physical Activity Location: 0.251</p>	<p>POS-5: Motivation Location: 0.251</p>	<p>POS-6: Learning at School Location: 0.254</p>
<p style="text-align: center;">KEY-2: Planning Improves Goal Striving Location: 311 <i>Peter Gollwitzer, New York University</i></p>		
<p>SYM-13: Investigating and Advancing Young Children's Self-Regulated Learning Competence Location: 311 Chair: Sanna Järvelä Discussant: Tina Hascher</p>	<p>SYM-14: Music and Motivation Location: 454 Chair: Julie F. Troum Discussant: Robert Woody Organizers: Julie F. Troum, Arielle Bonneville-Roussy & Paul Evans</p>	<p>SYM-15: Teachers' Motivation as related to Teacher-Researcher Collaborative Research on Student Motivation Location: 457 Chair: Julianne Turner Discussant: Maarten Vansteenkiste Organizer: Julianne Turner</p>
<p style="text-align: center;">Coffee Break</p>		
<p>PAP-13: Scales and Development of Goal Orientation Location: 311 Chair: Marina Serra Lemos</p>	<p>PAP-14: Collaborative Learning Location: 454 Chair: Karen Kimmel</p>	<p>PAP-15: Physical Education and Music Location: 457 Chair: Lynn Van den Berghe</p>

Timetable: Thursday, 30/Aug/2012

Thursday

<p>9:00am - 10:30am</p>	<p>PAP-16: Self-Determined Motivation in School Location: 251 Chair: Rolf Reber</p>	<p>PAP-17: Intervention and Self-Concept Location: 254 Chair: Arnout Prince</p>
<p>10:30am - 11:30am</p>	<p>Poster Session & Coffee Break Location: Foyer & Basement</p>	
<p>11:30am - 12:30pm</p>	<p>KEY-3: Toward Conceptual Clarity, Empirical Distinctiveness, and Substantive Significance of Motivational Constructs Location: 311 Mimi Bong, Korea University</p>	
<p>1:30pm - 3:00pm</p>	<p>PAP-20: Goals and Goal Orientation Location: 251 Chair: Kara Ann Makara</p>	<p>SYM-17: Fulfilling Basic Psychological Needs through Autonomy Supportive Coaching in Work and Exercise: Anything in Common or just Differences? Location: 254 Chair: Jens Kleinert Discussant: Johnmarshall Reeve Organizer: Andreas Heissel</p>
<p>3:00pm - 4:00pm</p>	<p>SIG 8 Lifetime Award / Farewell Session Location: 311 Chairs: Jenefer Husman & Thomas Martens</p>	

Timetable: Thursday, 30/Aug/2012

<p>SYM-16: Achievement Goals in the Sphere of Adult Learners Location: 311 Chair: Gerda Hagenauer Discussant: Alexander Minnaert Organizers: Gerda Hagenauer & Andreas Gegenfurtner</p>	<p>PAP-18: Engagement and Learning Location: 454 Chair: Serge Dupont</p>	<p>PAP-19: Math and Science Location: 457 Chair: Narciss Susanne</p>
<p>POS-7: Goals and Goal Orientation Location: 0.251</p>	<p>POS-8: Math and Science in Higher Education Location: 0.251</p>	<p>POS-9: Motivation in Classroom and School Location: 0.254</p>
<p align="center">KEY-3: Toward Conceptual Clarity, Empirical Distinctiveness, and Substantive Significance of Motivational Constructs Location: 311 Mimi Bong, Korea University</p>		
<p>SYM-18: The Learning Environment, Engagement, and Interest: a Panel Discussion Location: 311 Chair: K. Ann Renninger Discussant: Pietro Boscolo Organizer: K. Ann Renninger</p>	<p>SYM-19: Students' Motivation, Transfer, and Strategy Use in CSCL Tasks Location: 454 Chair: Sanna Järvelä Discussant: Jenefer Husman Organizers: Andreas Gegenfurtner & Sanna Järvelä</p>	<p>PAP-21: Methods (Interview, Meta-Analysis, Validation) Location: 457 Chair: Gunnar Bjørnebekk</p>

Session guidelines

General information

Individual Paper Session (PAP)

Paper sessions are oral presentations, followed by a discussion with the audience. The time allowed for each paper, including the presentation and discussion, is approximately 20-25 minutes. It is important that empirical papers have data and results, or they will not be accepted. Research that is at an earlier stage is very suitable for Poster sessions. Theoretical papers, of course, are welcome.

Symposium (SYM)

Symposia provide an opportunity to examine a single topic in depth from multiple perspectives, providing a coherent set of papers for discussion. Symposia sessions consist of three presentations and a contribution by a discussant. In each symposium the participants should come from at least two different countries. Organizers of symposia should submit abstracts both for the proposed symposium topic and for each individual presentation. The organizers must also name the chair and the discussant. Please note that every participant must register individually if the symposium is accepted for the ICM.

Poster session (POS)

The poster sessions offer researchers the chance to present their work in a visual format and offer more opportunities for interaction and discussion. It is recommended that the presenter has a number of copies of the poster (or the extended summary) to distribute to interested participants.

Technical information

Oral Presentations

The rooms for the oral presentations are equipped with a Laptop that operates with Windows and Microsoft PowerPoint 2010. Please bring your presentation on USB stick.

Poster Presentations

The rooms for the poster presentations are equipped with poster stands that provide a space of 1.20 meter width x 1.40 meter height, so a Poster with Din A0 (0.84 meter x 1.18 meter) will fit perfectly. Pins for sticking will be provided.

Tuesday

SYM-02: The Role of Instrumental Motivation at the Departmental, Course Level and in Job-Seeking Contexts

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 254

Session Chair: Richard A. Walker, University of Sydney

Discussant: Markku Niemivirta, University of Helsinki

Organizer: Luke K. Fryer, Kyushu Sangyo University

SYM-02: 1

Multiple goal pursuit in social-professional learning. The case of unemployed jobseekers

Anne Jacot, Isabel Raemdonck, Mariane Frenay

Université catholique de Louvain, Belgium; anne.jacot@uclouvain.be

SYM-02: 2

Students' goals and their longitudinal effect on learner beliefs and motivations to learn

Luke K. Fryer, Richard A. Walker, Paul Ginns

Kyushu Sangyo University, Japan; lfry2699@uni.sydney.edu.au

SYM-02: 3

Persistence when the Going Gets Tough: Perceptions of Instrumentality and Academic Persistence.

Jenefer Husman, Andrea Vest, Natalie Eggum, Cecelia Maez, Katherine G. Nelson

Arizona State University, United States of America; jenefer.husman@asu.edu

Tuesday

SYM-03: New Insights in the Effects and Universality of Basic Psychological Need Satisfaction

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 311

Session Chair: Maarten Vansteenkiste, University of Gent

Discussant: Avi Assor, Ben Gurion University

Organizer: Maarten Vansteenkiste, University of Gent

SYM-03: 1

How Tired Are You? Examining the Link Between Daily Psychological Need Satisfaction and Daily Sleeping Pattern

Maarten Vansteenkiste¹, Athanasios Mouratidis²

¹University of Gent, Belgium; ²University Leuven; Maarten.Vansteenkiste@ugent.be

SYM-03: 2

Basic Need Satisfaction and its Relationship with Flourishing and Gratitude

Lennia Matos¹, **Maarten Vansteenkiste**², **Bart Soenens**², **Willy Lens**³, **Rafael Gargurevich**¹

¹Peruvian University of Applied Sciences, Peru; ²University of Gent; ³University Leuven; lenniamatos@gmail.com

SYM-03: 3

Presenting a new and cross-culturally valid scale on basic psychological need satisfaction in four countries: Exploring the link with financial and health satisfaction

Beiwen Chen¹, **Maarten Vansteenkiste**¹, **Wim Beyers**¹, **Ken Sheldon**², **Richard Ryan**³, **Lennia Matos**⁴, **Bart Soenens**¹

¹University of Gent, Belgium; ²University of Missouri--Columbia; ³University of Rochester; ⁴Peruvian University of Applied Sciences; beiwen.chen@ugent.be

SYM-04: What Can and Cannot yet Be Said about Motivation for Challenging Tasks?

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 454

Session Chair: K. Ann Renninger, Swarthmore College

Discussant: K. Ann Renninger, Swarthmore College

Organizer: K. Ann Renninger, Swarthmore College

SYM-04: 2

Challenging writing tasks: How do students perceive the challenge and what is its relation to their motivation?

Pietro Boscolo, **Lerida Cisotto**

University of Padova, Italy; pietro.boscolo@unipd.it

SYM-04: 3

Preservice science teachers' strategies during challenging tasks

Martina Nieswandt

University of Massachusetts Amherst, United States of America; mnieswan@educ.umass.edu

SYM-04: 4

Is there a curvilinear relation between interest and performance?

Mazen Shamsi, **Regina Vollmeyer**

University of Frankfurt, Germany; r.vollmeyer@paed.psych.uni-frankfurt.de

SYM-05: Motivation in the Teaching Profession and Beyond

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 457

Session Chair: Dominik Becker, TU Dortmund

Discussant: Nele McElvany, TU Dortmund University

Organizers: Dominik Becker & Kerstin Drossel, TU Dortmund

SYM-05: 1

Teachers' motivational profiles

Irina Andreitz, Barbara Hanfstingl, Florian H. Müller

University of Klagenfurt, Germany; irina.andreitz@aau.at

SYM-05: 2

Motivational prerequisites of teacher cooperation

Kerstin Drossel, Jasmin Schwanenberg, Dominik Becker

TU Dortmund, Germany; Drossel@ifs.tu-dortmund.de

SYM-05: 3

Professional intrinsic motivation, self-regulation, and spirituality

Barbara Hanfstingl

University of Klagenfurt, Germany; barbara.hanfstingl@aau.at

Tuesday

POS-1: Self-Determined Motivation

Time: Tuesday, 28/Aug/2012: 10:30am - 11:30am · *Location:* 0.251

POS-1: 1

Contribution of academic decision-making context in predicting subsequent motivation to school

Célinie Brasselet, Alain Guerrien

Université Lille nord de France, France; celenie.brasselet@univ-lille3.fr

POS-1: 2

A Theoretical and Empirical Examination of links between Self Determination Theory and Reversal Theory: Psychological Need Satisfaction and Meta-motivational State Reversals

Laura Bethan Thomas, Emily Oliver, Joanne Thatcher

Aberystwyth University, United Kingdom; lbt1@aber.ac.uk

POS-1: 3

What Predicts Middle School Students' Intrinsic Motivation in Mathematics? The Relationship between Perceived Teacher Autonomy Support and Adolescents' Self-Determined Academic Motivation

Kenneth Whaley

Mercer University, United States of America; kw314@hotmail.com

POS-2: 5

The Teachers' Sense of Efficacy Scale: Confirming the Factor Structure with Beginning Pre-service Teachers

Lisa C. Duffin¹, Brian F. French², Helen Patrick³

¹Western Kentucky University, United States of America; ²Washington State University; ³Purdue University; lisa.duffin@wku.edu

POS-2: 6

Teaching at university: an emotional practice?

Gerda Hagenauer, Simone Volet

Murdoch University, Australia; gerda.hagenauer@sbg.ac.at

POS-2: 7

The Influence of Teachers' Emotions on Students' Self-Concepts and Attributions

Jamie Lynn Taxer¹, Anne Frenzel²

¹University of Augsburg, Germany; ²University of Augsburg, Germany; jamie.taxer@phil.uni-augsburg.de

POS-3: Academic Motivation in Higher Education

Time: Tuesday, 28/Aug/2012: 10:30am - 11:30am · *Location:* 0.254

POS-3: 1

The role of public commitment in an academic context.

Nathalie Roland, Mariane Frenay

Université catholique de Louvain, Belgium; nathalie.roland@uclouvain.be

POS-3: 2

How are academic emotions related to learning outcomes in a lecture context?

Elina Ketonen, Kirsti Lonka

University of Helsinki, Finland; elina.e.ketonen@helsinki.fi

POS-3: 3

Stories of Self and Academic Motivation

Margaret E. Sanders

The Ohio State University, United States of America; sanders.539@osu.edu

POS-3: 4

Who are the ones that put off what they hate doing? Task aversiveness and situation procrastination in procrastinators and non-procrastinators

Tatiana Malatincová

Masaryk University, Czech Republic; malatincovie@mail.muni.cz

PAP-01: Goal Orientation

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 251
Session Chair: Thea Peetsma, University of Amsterdam

PAP-01: 1

Dimensions of evaluation related goals in high school students

Mariana Almeida Amorim, Marina Serra Lemos

Faculty of Psychology, Porto, Portugal; marinagslemos@sapo.pt

PAP-01: 2

Finnish students' achievement goal orientations and academic well-being during an educational transition: A longitudinal person-centered approach

Heta Tuominen-Soini, Katariina Salmela-Aro, Markku Niemivirta

University of Helsinki, Finland; heta.tuominen@helsinki.fi

PAP-01: 3

Longitudinal research on the reciprocal relations between students' goal-orientations, investment and achievement in maths

Thea Peetsma, Jaap Schuitema, Ineke van der Veen

University of Amsterdam, Netherlands, The; T.T.D.Peetsma@uva.nl

Tuesday

PAP-01: 4

The Pivotal Role of Effort Beliefs in Mediating Implicit Theories and Goals & Motivations

Dirk Tempelaar¹, Bart Rienties²

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PAP-02: Higher Education

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 254
Session Chair: Taiga Brahm, University of St. Gallen

PAP-02: 1

Students' Withdrawal Rate and Course Grades in In-person and Online Courses

Joan H. Rollins, Katelyn E. Paquin

Rhode Island College, United States of America; jrollins@ric.edu

PAP-02: 2

Are Business School Students' Only Determined by Extrinsic Motivation? First results of a longitudinal study

Taiga Brahm

University of St. Gallen, Switzerland; taiga.brahm@unisg.ch

PAP-02: 3

Student Engagement in the Final Dissertation: An Integrative View

Serge Dupont¹, Benoît Galand¹, Frédéric Nils²

¹University of Louvain, Belgium; ²Facultés Universitaires de Saint-Louis;
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PAP-02: 4

The Impact of Motivation and Cognition on Conceptual Change

Gita Taasobshirazi, Gale Sinatra

Kennesaw State University, United States of America; gita.tshirazi@gmail.com

PAP-03: Self-Determined Teaching

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 311

Session Chair: Bodil Stokke Olaussen, University of Oslo

PAP-03: 1

Teachers' motivational orientations and instructional behaviors: The moderating role of the school context

Doris Förster, Anja Philipp, Mareike Kunter

Goethe University Frankfurt, Germany; d.foerster@paed.psych.uni-frankfurt.de

PAP-03: 2

Teachers' intrinsic motivation and basic psychological need satisfaction: the influence of transformational leadership and participative decision making

Andrea Klaijisen, Marjan Vermeulen, Rob L. Martens

Open University, Netherlands, The; andrea.klaijisen@ou.nl

PAP-03: 3

Teachers' motivation style: A possible transmission to their students?

Bodil Stokke Olaussen

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PAP-03: 4

Effects of Teachers' Autonomy Support on Early Adolescents Motivation: A Review of the Literature

Kim Stroet, Marie-Christine Opdenakker, Alexander Minnaert

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PAP-04: Elementary School

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 454

Session Chair: Birgit Spinath, Heidelberg University

PAP-04: 1

Associations among perceived teacher affective support, emotional, and motivational variables in elementary school classrooms: The role of gender and grade level

Gonul Sakiz

Marmara University, Turkey; gonul.sakiz@marmara.edu.tr

PAP-04: 2

Students' ability to self-regulate learning and their perception of tasks in science education

Angelika Meier, Franziska Vogt

University of Teacher Education, Switzerland; angelika.meier@phsg.ch

PAP-04: 3

Early Causal Ordering Among Competence Beliefs and Achievement: An Investigation of Potential Changes in Direction and Gender Differences

Birgit Spinath¹, **Verena Freiberger**¹, **Ricarda Steinmayr**²

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Birgit.Spinath@psychologie.uni-heidelberg.de

PAP-04: 4

Does perceived competence mediate the impact of formative assessment on students' intrinsic motivation?

Annika Lena Hondrich^{1,2}, **Silke Hertel**^{1,2,3}, **Eckhard Klieme**^{1,2,3}

¹German Institute for International Educational Research (DIPF), Germany; ²Center for Research on Individual Development and Adaptive Education of Children at Risk (IDeA);
³Goethe Universität Frankfurt; hondrich@dipf.de

Tuesday

PAP-05: Teacher Motivation

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 457

Session Chair: Einar M. Skaalvik, Norwegian University of Science and Technology

PAP-05: 1

Motivational Profiles of Pre-service Teacher Students: A Comparative Study Between Austria and China

Almut Elisabeth Thomas¹, **Chen Chen**², **Florian H. Müller**³, **Gabriele Khan**¹

¹University College of Teacher Education, Carinthia, Viktor Frankl Hochschule, Austria;

²Nanjing Normal University, China; ³Alpen Adria Universität Klagenfurt;

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PAP-05: 2

How motivation to become a teacher affects preservice teachers' academic achievement: Relationships between motivation for becoming a teacher, commitment, teaching self-efficacy and academic achievement

Marjon Fokkens-Bruinsma, **Esther Carrinus**

University of Groningen, Netherlands, The; marjon.bruinsma@rug.nl

PAP-05: 3

Psychological well-being and engagement among teachers: associations with social relations, self-efficacy, and feeling of belonging

Einar M. Skaalvik^{1,2}, **Sidsel Skaalvik**^{1,2}

¹Norwegian University of Science and Technology, Norway; ²NTNU Social Research AS; einar.skaalvik@svt.ntnu.no

PAP-05: 4

Early Career University Teachers' Motivation and Feeling of Responsibility

Marold Wosnitza¹, **Kerstin Helker**¹, **Caroline Mansfield**²

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PAP-06: Self-Determined Motivation in University

Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · *Location:* 251

Session Chair: Barbara Hanfstingl, University of Klagenfurt

PAP-06: 1

Differences in basic psychological needs of university students

Valeria A. Negovan

University of Bucharest, Romania, Romania; negovan_v@yahoo.com

PAP-06: 2

Does the quality of dispositional motives matter for an autonomous versus controlled motivation and effective learning strategies?

Aikaterini Michou¹, Elias Matsagouras¹, Willy Lens²

¹University of Athens, Greece; ²University of Leuven; aliki.michou@gmail.com

PAP-06: 3

Motivational profiles and academic commitment in French university students

Emin Altintas¹, Ercan Kocayörük²

¹University of Lille North of France - Lille 3, France; ²anakkale Onsekiz Mart Üniversitesi - Çanakkale, Türkiye; emin.altintas@univ-lille3.fr

PAP-06: 4

The quality of self-determined learning motivation in two educational settings – a person-centered approach

Florian H. Müller¹, Irina Andreitz¹, Almut E. Thomas¹, Barbara Hanfstingl¹, Marko Palekic²

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PAP-07: Interest

Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · *Location:* 254

Session Chair: Doris Lewalter, TUM

PAP-07: 1

Mandatory course enrollment and its influence on interest

Anna-Lena Dicke, Ulrich Trautwein, Benjamin Nagengast, Wolfgang Wagner

University of Tuebingen, Germany; anna-lena.dicke@uni-tuebingen.de

PAP-07: 2

Development of situational interest in museum contexts – the impact of different instructional designs of school field trips

Doris Lewalter, Katrin Neubauer, Claudia Geyer

TUM, Germany; doris.lewalter@tum.de

Tuesday

PAP-07: 3

Students' perceptions of instructional quality in secondary school mathematics classes and motivational learning outcomes: A person-centered research approach

Rebecca Christine Lazarides, Angela Ittel

Berlin Institute of Technology, Germany; rebecca.lazarides@tu-berlin.de

PAP-07: 4

The usefulness of latent profile approaches to analyze the relation between emotional experiences and different stages of interest development

Ariane S. Willems

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PAP-08: Goal Orientation in School

Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · *Location:* 311

Session Chair: Natalie Fischer, German Institute for International Educational Research DIPF

PAP-08: 1

Differences in students' school motivation: A multilevel latent class modelling approach.

Hanke Korpershoek

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PAP-08: 2

Extracurricular Participation and the development of learning goal orientation in adolescence: The impact of school-quality

Natalie Fischer, Desiree Theis

German Institute for International Educational Research DIPF, Germany; fischer@dipf.de

PAP-08: 3

School goal structure: associations with students' perception of teachers, academic self-concept, intrinsic motivation, effort, and help seeking behavior

Einar M. Skaalvik, Sidsel Skaalvik

Norwegian University of Science and Technology, Norway; einar.skaalvik@svt.ntnu.no

PAP-08: 4

Costs of Neo-Liberal Capitalist Values in Education: Social-Approval Seeking, Performance-Approach Goals and the Condoning of Cheating

Caroline Julia Pulfrey, Butera Fabrizio

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PAP-09: Motivation in Classrooms

Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · *Location:* 454

Session Chair: Angela Mary Mornane, Monash University

PAP-09: 1

Longitudinal study on the reciprocal relationship between quality of the teacher-student relationship and well-being, motivation and achievement of primary school students

Lisette Hornstra¹, Ineke van der Veen², Thea Peetsma¹, Monique Volman¹

¹University of Amsterdam, Netherlands, The; ²Kohnstamm Institute; t.e.hornstra@uva.nl

PAP-09: 2

Relations between constructivist teaching practices and developments in motivation and achievement during primary school

Lisette Hornstra¹, Ineke van der Veen², Thea Peetsma¹, Monique Volman¹

¹University of Amsterdam, Netherlands, The; ²Kohnstamm Institute; t.e.hornstra@uva.nl

PAP-09: 3

The dynamic fluctuation of situated motivation and emotion.

Frea Waninge

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PAP-09: 4

Influences on Adolescent Student Motivation for Learning

Angela Mary Mornane, Peter Arnold Sullivan

Monash University, Australia; angela.mornane@monash.edu

Tuesday

Presentations Wednesday - Overview

SYM-06: Introducing Real Life into School: Lifelike Learning Environments and Student Interest Development

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 251

Session Chair: Doris Lewalter, TUM

Discussant: K. Ann Renninger, Swarthmore College

Organizers: Doris Lewalter, TUM & Gera Noordzij, Erasmus University Rotterdam

SYM-06: 1

Engagement in simulation activities: Adolescents juggling figured worlds

Susan Nolen, Gavin Tierney, Kendall Becherer, Susan E. Cooper, Susanna Eng
University of Washington, United States of America; sunolen@uw.edu

SYM-06: 2

Development of situational interest in the context of simulation and roleplay

Maximilian Knogler, Doris Lewalter

Technische Universität München, Germany; maximilian.knogler@tum.de

SYM-06: 3

The effect of a social networking web site on student interests in the context of upper secondary biology

Niels Bonderup Dohn

Aarhus University, Denmark; nibd@dpu.dk

SYM-07: Theoretical Challenges for Motivational Regulation: Action-Related Considerations Revisited

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 254

Session Chair: Thomas Martens, DIPF

Discussant: Alexander Minnaert, University of Groningen

Organizer: Thomas Martens, DIPF

SYM-07: 1

Towards a unified theory of task-specific motivation

Cornelis J. de Brabander, Rob L. Martens

Open University of the Netherlands, Netherlands, The; Kees.deBrabander@ou.nl

Wednesday

SYM-07: 2

Converging perspectives on self-regulation and learning – Affects and emotions as driving forces of action

Detlef Sembill, Andreas Rausch, Julia Warwas

University of Bamberg, Germany; detlef.sembill@uni-bamberg.de

SYM-07: 3

Towards a Common Theoretical Base for Motivational Regulation: an Integrated Model of Learning and Action

Thomas Martens¹, Julius Kuhl²

¹DIPF, Germany; ²University Osnabrück; martens@dipf.de

SYM-08: Motivations, Beliefs and Practices of Preservice Teachers

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 311

Session Chair: Caroline Mansfield, Murdoch University

Discussant: Julianne Turner, University of Notre Dame

Organizers: Caroline Mansfield, Murdoch University, Simone Volet, Murdoch University, Helen Watt, Monash University, Paul W. Richardson, Monash University, Gavin Tierney, University of Washington, Susan E. Cooper, University of Washington, Susan Nolen, University of Washington

SYM-08: 1

Do secondary and primary preservice teachers' motivations differ, and does it matter?

Helen Watt, Paul W. Richardson

Monash University, Australia; helen.watt@monash.edu

SYM-08: 2

Preservice teachers' developing beliefs about classroom motivation

Caroline Mansfield, Simone Volet

Murdoch University, Australia; caroline.mansfield@murdoch.edu.au

SYM-08: 3

This I Believe: Novice teachers' use of motivation filters in co-constructed worlds

Susan E. Cooper, Gavin Tierney, Susan Nolen

University of Washington, United States of America; coopers@uw.edu

SYM-09: The Functional Relevance of Individual Differences in Needs for Well-Being Related Outcomes

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 454

Session Chair: Barbara Flunger, University of Tuebingen

Discussant: Maarten Vansteenkiste, University of Gent

SYM-09: 1

The interaction between need satisfaction and implicit needs in predicting mood and interest/enjoyment : a diary study

Jemima Bidee, Roland Pepermans, Tim Vantilborgh

Vrije Universiteit Brussel, Belgium; jemima.bidee@vub.ac.be

SYM-09: 2

Need satisfaction and need strength: an explicit and implicit approach

Jolene Van der Kaap- Deeder, Beiwen Chen, Maarten Vansteenkiste

Ghent University, Belgium; Jolene.Deeder@UGent.be

SYM-09: 3

Explicit need strength as a moderator for the relation between need satisfaction and achievement emotions?

Barbara Flunger, Johanna Pretsch

University of Koblenz - Landau, Germany; flunger@uni-landau.de

Wednesday

SYM-10: Autonomy Support and Structure

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 457

Session Chair: Richard A. Walker, University of Sydney

Discussant: Avi Assor, Ben Gurion University

SYM-10: 1

How does a need thwarting teaching style relate to students motivation in physical education

Leen Haerens, Lynn Van den Berghe, Nathalie Aelterman, Maarten Vansteenkiste

Ghent University, United States of America; Leen.Haerens@UGent.be

SYM-10: 2

Enhancing Students' Functioning: Three Ways Supporting Autonomy within Structure

Hyungshim Jang

Hanyang University, Korea, Republic of (South Korea); janghs@hanyang.ac.kr

SYM-10: 3

Autonomy support and Structure: Student and teacher alignment

Luke K. Fryer, Charles J. Anderson

Kyushu Sangyo University, Japan; Lukefryer@yahoo.com

POS-4: Well-Being and Physical Activity

Time: Wednesday, 29/Aug/2012: 10:30am - 11:30am · Location: 0.251

POS-4: 1

Motivational profile and psychological well-being in later life: a cluster analysis.

Emin Altintas¹, Evelyne Clément², Bruno Vivicorsi², Pierre Jeannelle², Bruno Vilette¹, Alain Guerrien¹

¹Université Lille Nord de France UDL3, PSITEC Lab., France; ²Université de Rouen, PSY-NCA Lab. (ICONES), France; emin.altintas@univ-lille3.fr

POS-4: 2

Motivation and Executive function in Later Life

Evelyne Clément¹, Emin Altintas², Alain Guerrien², Pierre Jeannelle¹, Bruno Vilette², Bruno Vivicorsi¹

¹Université de Rouen, France; ²Université de Lille3, France; evelyne.clement@univ-rouen.fr

POS-4: 3

Sense of Uniqueness as an Intervening Variable between Parental Support for Basic Psychological Need and Adolescents' Well-Being

Ercan Kocayörük

Çanakkale Onsekiz Mart University, Turkey; ercankocayoruk@gmail.com

POS-4: 4

Social Well-Being as Need Satisfaction in Social Interaction: A Social Well-Being Adjective List

Jens Kleinert

Germann Sport University Cologne, Germany; kleinert@dshs-koeln.de

POS-4: 5

A model for prediction of psychological well-being among high school students based on perception from parents with mediator roles of academic motivational beliefs

Ghavam Moltafet, Somayeh Sadati Firoozabadi

yasouj university, Iran, Islamic Republic of; rezaMoltafet@yahoo.com

POS-4: 6

Predicting Physical Activity of Finnish Adolescents: The Role of Attitudes, Norms and Control Factors

Piia af Ursin, Leena Haanpää

University of Turku, Finland; pkafur@utu.fi

POS-4: 7

Obsessive and Harmonious passion for work: The case of French farmers

Camille Amoura¹, Sophie Berjot¹, Emin Altintas²

¹Université de Reims - Champagne Ardenne, France; ²University of Lille North of France - Lille 3, France; emin.altintas@univ-lille3.fr

POS-4: 8

Motivational profile of overweight and obese Dutch adults willing to participate in a lifestyle intervention: quantity versus quality of motivation regarding physical activity and healthy nutrition

Jessie Meis, Stef Kremers, Geert Rutten

Maastricht University, Netherlands, The; J.Meis@maastrichtuniversity.nl

POS-5: Motivation

Time: Wednesday, 29/Aug/2012: 10:30am - 11:30am · *Location:* 0.251

POS-5: 1

Attention and motivation: What they have in common and why this is important for interventions

Marianne Schneider¹, Kurt Sokolowski²

¹University of Osnabrück, Germany; ²University of Siegen, Germany; marianne.schneider@uni-osnabrueck.de

POS-5: 2

Establishing a motivating learning environment for families at risk in an intervention study

Marianne Leuzinger-Bohleber, Sophia Becke

Sigmund-Freud-Institut, Germany; becke@sigmund-freud-institut.de

POS-5: 3

Counterintuitive statements are less credible but more interesting

Rolf Reber, Turi Reiten Finserås

University of Bergen, Norway; rolf.reber@psysp.uib.no

POS-5: 4

Passion and commitment: Conceptual Commonalities and empirical evidence

Julia Moeller¹, Robert Grassinger²

¹Universität Erfurt, Germany; ²Universität Augsburg, Germany; julia.moeller@uni-erfurt.de

Wednesday

POS-6: 7

The influence of motivational interferences and academic self-concept during homework

Nadine Zeidler^{1,2}, Natalie Fischer¹

¹German Institute for International Educational Research (DIPF), Germany; ²Center for Research on Individual Development and Adaptive Education of Children at Risk (IDeA); fischer@dipf.de

POS-6: 8

Development of self-regulated learning in transition from elementary school to junior high school

Mayumi Oie

Tokyo Woman's Christian University, Japan; oie@lab.twcu.ac.jp

POS-6: 9

Motivational and Emotional Regulation Strategies as Predictors for Adaptive Responses to Errors

Maria Tulis, Markus Dresel

University of Augsburg, Germany; maria.tulis@phil.uni-augsburg.de

Wednesday

POS-6: 10

Interaction Effects within the Framework of the Control-Value Theory of Achievement Emotions

Iris Dinkelman, Alex Buff

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POS-6: 11

Bridging the gap, finding roads to the transfer of self-regulated learning from higher vocational education to professional practice.

Douwe Bos^{1,2}, Theo Dellen v.², Alexander Minnaert²

¹NHL University of applied sciences, Netherlands, The; ²Groningen University; douwe@dabos.nl

POS-6: 12

Development of a passion scale for academic activities

Takuma Nishimura, Shigeo Sakurai

University of Tsukuba, Japan; nishimu.takuma@gmail.com

SYM-11: Further Explorations into the Antecedents and Structure of Controlled and Autonomous Student Motivations

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · *Location:* 251

Session Chair: Kenneth Whaley, Mercer University

Discussant: Hyungshim Jang, Hanyang University

Organizers: Avi Assor, Ben Gurion University & Haya Kaplan, Kaye Academic College of Education

SYM-11: 1

What Will Promote Pro-Environmental Behaviors Among Bedouin Students? A Self Determination Theory Perspective

Haya Kaplan¹, **Nir Madjar**²

¹Kaye Academic College of Education, Israel; ²Monash University, Australia; kaplanp@bgu.ac.il

SYM-11: 2

From Dyads to Triads: Mothers' Valuation of Sibling's Academic Achievements and Direct Conditional Regard as Predictors of Introjected Academic Motivation

Marina Shapira, **Dotan Shapira**, **Pazit Gabay**, **Avi Assor**

Ben Gurion University, Israel; marina.shapira@gmail.com

SYM-11: 3

The Structure of Academic Self-Determined Motivation

Julien Chanal, **Frédéric Guay**

University of Geneva, Switzerland; Julien.chanal@unige.ch

SYM-12: Why Don't Students Study?

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · *Location:* 254

Session Chair: Richard A. Walker, University of Sydney

Discussant: Stuart A. Karabenick, University of Michigan

Organizers: Luke K. Fryer, Kyushu Sangyo University & Thomas Martens, DIPF

SYM-12: 1

"I'll do it later": The Role of Students' Autonomous Motivation in the Relations between Self-efficacy and Homework Procrastination

Idit Katz, Keren Eiloi, Noa Nevo

Ben-Gurion University, Israel; katzid@bgu.ac.il

SYM-12: 2

E-learning: Why students don't want to study

Luke K. Fryer, Hiroyuki Bovee, Kaori Nakao

Kyushu Sangyo University, Japan; lfry2699@uni.sydney.edu.au

SYM-12: 3

Academic Motivation and Amotivation: the Interplay of Time Investment and Motivational Regulation

Thomas Martens¹, Christiane Metzger², Rolf Schulmeister²

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Wednesday

SYM-13: Investigating and Advancing Young Children's Self-Regulated Learning Competence

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · *Location:* 311

Session Chair: Sanna Järvelä, University of Oulu

Discussant: Tina Hascher, University of Salzburg

SYM-13: 1

Young children and self-regulated learning in a naturalistic school-setting: a microanalytic approach

Uta Wagener

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SYM-13: 2

Young children's causal attributions of competence in authentic classroom situations

Arttu Johannes Mykkänen¹, Sanna Järvelä¹, Nancy Perry²

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SYM-13: 3

Emotion regulation strategies influence subsequent performance in children: An experimental approach

Catherine Gunzenhauser, Antje von Suchodoletz

University of Freiburg, Germany; catherine.gunzenhauser@psychologie.uni-freiburg.de

SYM-14: Music and Motivation

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · *Location:* 454

Session Chair: Julie F. Troum, USA

Discussant: Robert Woody, University of Nebraska

Organizers: Julie F. Troum, USA, Arielle Bonneville-Roussy, University of Cambridge & Paul Evans, University of New South Wales

SYM-14: 1

Predicting Deliberate Practice in the Passionate Musician

Julie F. Troum

Individual, United States of America; jtroum@gmail.com

SYM-14: 2

Persistence in Higher Musical Education: Influences of Autonomy-Support and Passion

Arielle Bonneville-Roussy

University of Cambridge, United Kingdom; ab896@cam.ac.uk

SYM-14: 3

Self-Determination Theory in Music: A 10-year longitudinal and retrospective study of motivation to learn a musical instrument.

Paul Evans

University of New South Wales, Australia; paul.evans@unsw.edu.au

SYM-15: Teachers' Motivation as related to Teacher-Researcher Collaborative Research on Student Motivation

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · *Location:* 457

Session Chair: Julianne Turner, University of Notre Dame

Discussant: Maarten Vansteenkiste, University of Gent

Organizer: Julianne Turner, University of Notre Dame

SYM-15: 1

Maintaining Instructional Practices when the Intervention is Over: The Role of Teacher Beliefs

Helen Patrick, Panayota Mantzicopoulos

Purdue University, United States of America; hpatrick@purdue.edu

SYM-15: 2

Supporting Teachers' Autonomy in a University-School Collaboration

Julianne Turner, Hayal Kackar

University of Notre Dame, United States of America; jturner3@nd.edu

SYM-15: 3

The Contribution of Design-Based Collaborative Research on Students' Identity Formation to Teachers' Motivation to Learn Theory and Apply it in Practice

Mirit Sinai¹, Avi Kaplan², Hanoch Flum¹

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SYM-15: 4

Teachers' difficulties in using scaffolding to create opportunities for student engagement and strategy learning

Anu Kajamies, Marja Vauras, Riitta Kinnunen

University of Turku, Finland; anu.kajamies@utu.fi

Wednesday

PAP-12: Feedback

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 254

Session Chair: Birgit Harks, German Institute for International Educational Research

PAP-12: 1

Effects of a reattribution training on learning in young children - combining educational and neuroscientific research

Barbara Moschner, Andrea Anschuetz, Jale Oez yurt, Christiane M. Thiel
Universität Oldenburg, Germany; BARBARA.MOSCHNER@uni-oldenburg.de

PAP-12: 2

The effects of trained 2x2 achievement goals on task continuation after goal achievement feedback

Gera Noordzij¹, Edwin A.J. Van Hooft², Heleen Van Mierlo¹, Marise Ph. Born¹

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PAP-12: 3

Indirect and moderated effects of feedback on motivation and achievement

Birgit Harks¹, Katrin Rakoczy¹, John Allan Hattie², Eckhard Klieme¹

¹German Institute for International Educational Research, Germany; ²The University of Melbourne, Australia; harks@dipf.de

PAP-12: 4

Rewards are not always bad for fun: Challenging the undermining effect using task-congruent rewards

Susanne M. Steiner, Friederike X. R. Gerstenberg, Hugo M. Kehr

Technische Universität München, Germany; steiner@wi.tum.de

PAP-13: Scales and Development of Goal Orientation

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 311

Session Chair: Marina Serra Lemos, Universidade do Porto

PAP-13: 1

Development of motivation in secondary education: Effects of learning environments

Marie-Christine Opdenakker, Alexander Minnaert, Kim Stroet

University of Groningen, Netherlands, The; m.c.j.l.opdenakker@rug.nl

Wednesday

PAP-14: 4

**Motivating academic communities of practice to knowledge sharing:
Participants' sense of community**

Nicolae Nistor^{1,2}, **Ionut-Dorin Stanciu**³

¹Ludwig-Maximilians-Universität München, Germany; ²Hiroshima University, Japan;

³Babes-Bolyai University, Cluj-Napoca, Romania; nic.nistor@uni-muenchen.de

PAP-15: Physical Education and Music

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 457

Session Chair: Lynn Van den Berghe, Ghent University

PAP-15: 1

**Need support and need thwarting in physical education: Do general
causality orientations of teachers matter?**

Lynn Van den Berghe¹, **Bart Soenens**¹, **Maarten Vansteenkiste**¹, **Nathalie Aelterman**^{1,2}, **Greet Cardon**¹, **Leen Haerens**¹

¹Ghent University, Belgium; ²Flemish Research Foundation;

L.VandenBerghe@UGent.be

PAP-15: 2

**Quality of motivation and objectively assessed physical activity levels in
PE: Dimensional and person-centered approach**

Nathalie Aelterman, **Maarten Vansteenkiste**, **Lynn Van den Berghe**, **Leen Haerens**

Ghent university, Belgium; Nathalie.Aelterman@UGent.be

PAP-15: 3

**Physical activity of elementary school students – Development of
German scales**

Regina Staudenmaier, **Stephan Kröner**

Friedrich-Alexander-University Erlangen-Nuremberg, Germany;

regina.staudenmaier@ewf.uni-erlangen.de

PAP-15: 4

**Choirboys and Other Academic-Track Students—Determinants of
Musical Activities at Academic-Track Schools with Different Profiles**

Eva Susanne Fritzsche, **Stephan Kröner**, **Wolfgang Pfeiffer**

Friedrich-Alexander-Universität Erlangen-Nürnberg, Germany; eva.fritzsche@ewf.uni-erlangen.de

Wednesday

Presentations on Thursday - Overview

PAP-16: Self-Determined Motivation in School

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 251

Session Chair: Rolf Reber, University of Bergen

PAP-16: 1

Role of instrumental goals in determining the passion for academic activities

Takuma Nishimura, Shigeo Sakurai

University of Tsukuba, Japan; nishimu.takuma@gmail.com

PAP-16: 2

Within-person Configurations and Temporal Relations of Personal and Perceived Parent-promoted Life Goals to School Correlates among Adolescents

Athanasios Mouratidis^{1,2}, Maarten Vansteenkiste², Bart Soenens², Willy Lens¹

¹University of Leuven, Belgium; ²Gent University, Belgium;

Thanasis.Mouratidis@ppw.kuleuven.be

PAP-16: 3

Student Motivation in Student-Centered Learning: The Influence of Topic Interest and Tutor Instructions

Lisette Wijnia¹, Sofie M. M. Loyens¹, Eva Deros², Henk G. Schmidt¹

¹Erasmus University Rotterdam, Netherlands, The; ²Ghent University, Belgium;

wijnia@fsw.eur.nl

PAP-16: 4

The Aha-experience and its Effect on Motivation

Rolf Reber, Ylva Jansen, Silje Brandvoll Haukenes

University of Bergen, Norway; rolf.reber@psysp.uib.no

Thursday

SYM-16: Achievement Goals in the Sphere of Adult Learners

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 311

Session Chair: Gerda Hagenauer, Murdoch University

Discussant: Alexander Minnaert, University of Groningen

Organizers: Gerda Hagenauer, Murdoch University & Andreas Gegenfurtner, TU München

SYM-16: 1

Longitudinal Analysis of Students' Achievement Goal Orientations and Their Role in Assessments of the Learning Environment in a Military Educational Context

Antti-Tuomas Pulkka, Markku Niemivirta

University of Helsinki, Finland; antti-tuomas.pulkka@helsinki.fi

SYM-16: 2

A Motivational Overview of Adult Learners

Marcus L. Johnson

University of Cincinnati, United States of America; Marcus.Johnson@uc.edu

Thursday

SYM-16: 3

Attendance Policy Moderates the Influence of Achievement Goals on Transfer of Training

Nikola Kosmajac, Andreas Gegenfurtner

University of Turku, Finland; nikkos@utu.fi

PAP-18: Engagement and Learning

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 454

Session Chair: Serge Dupont, University of Louvain

PAP-19: 1

School Engagement along Basic School: Components, changes and predictive power.

Isabel Roque¹, Marina Serra Lemos¹, Teresa Gonçalves²

¹Faculty of Psychology and Education of the University of Porto (Portugal), Portugal;

²College of Education of the Polytechnic Institute of Viana do Castelo (Portugal);
pdpsi09036@fpce.up.pt

PAP-19: 2

Age Trends in Classroom Engagement from 4th to 12th Grade

David A. Bergin, Christi Bergin, Ze Wang

University of Missouri, United States of America; bergind@missouri.edu

PAP-19: 3

A Many Layered Thing: Student Engagement in an Alternative High School Community

Gavin Tierney

University of Washington, United States of America; gtierney@uw.edu

PAP-19: 4

Development of a Measure of Classroom Engagement (Not to be Confused with School Engagement)

David A. Bergin, Ze Wang, Christi Bergin, Renee Jamroz

University of Missouri, United States of America; bergind@missouri.edu

PAP-19: Math and Science

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 457

Session Chair: Narciss Susanne, University of Dresden

PAP-20: 1

How Well do Motivation and Academic Achievement Predict Course Preferences?

Cathy Tran¹, AnneMarie M. Conley¹, Stuart A. Karabenick²

¹University of California, Irvine, United States of America; ²University of Michigan, United States of America; cathytran@post.harvard.edu

PAP-20: 2

Predicting long-term growth in adolescents' mathematics achievement: It is not how smart you are, but how motivated you are and how you study that is important.

Kou Murayama¹, Reinhard Pekrun¹, Stephanie Lichtenfeld¹, Rudolf vom Hofee²

¹University of Munich, Germany; ²University of Bielefeld; murakou@orion.ocn.ne.jp

PAP-20: 3

The School's Role in Adolescents' Deliberations Regarding a Career in Science

Päivi Hannele Taskinen¹, Kerstin Schütte¹, Manfred Prenzel²

¹Leibniz Institute for Science and Mathematics Education (IPN), Germany; ²TUM School of Education, Germany; taskinen@ipn.uni-kiel.de

PAP-20: 4

Investigating the impact of perceived competence on student behaviour through logfile analyses

Narciss Susanne¹, Schnaubert Lenka¹, Eichelmann Anaj¹, Andres Eric², Goguadze George²

¹Technische Universitaet Dresden, Germany; ²DFKI, CelTech, Germany; susanne.narciss@tu-dresden.de

POS-7: Goals and Goal Orientation

Time: Thursday, 30/Aug/2012: 10:30am - 11:30am · Location: 0.251

POS-7: 1

Pursuing different learning agendas: Why mastery and performance goals have different effects on achievement.

Corwin Senko¹, Hidetoshi Hama²

¹State University of New York - New Paltz, United States of America; ²State University of New York - Buffalo, United States of America; senkoc@newpaltz.edu

POS-7: 2

Testing the 3 × 2 achievement goal model: Evidence regarding construct validity and nomological network

Felix C. Dinger, Oliver Dickhäuser

University of Mannheim, Germany; felix.dinger@uni-mannheim.de

POS-7: 3

Achievement and social goals in italian and mathematics: Interviews with fourth, seventh and eleventh graders

Daniela Raccanello, Bianca de Bernardi

University of Verona, Italy; daniela.raccanello@univr.it

POS-7: 4

Are there performance goals without social others in mind?

Robert Grassinger, Markus Dresel

University Augsburg, Germany; robert.grassinger@phil.uni-augsburg.de

POS-7: 5

“Achievement goal questionnaire-revised”: A preliminary study with italian students

Daniela Raccanello, Bianca de Bernardi

University of Verona, Italy; daniela.raccanello@univr.it

POS-7: 6

Classroom goal structure and student affective outcomes: a multilevel analysis

Noémie Baudoin, Benoît Galand

Université Catholique de Louvain (UCL), Belgium; noemie.baudoin@uclouvain.be

POS-7: 7

Effects of Personal and Contextual Achievement Goals on Academic Emotions and Achievement

Rosanda Pahljina-Reinic

University of Rijeka, Faculty of Art and Sciences, Croatia; rosanda@ffri.hr

Thursday

POS-9: 4

Student Perceptions of what Teachers Care About: Aggravating or Assuaging the Temptation to Cheat

Lynley H Anderman, Monica Kowalski, Heather S Dawson

Ohio State University, United States of America; landerman@ehe.osu.edu

POS-9: 5

Perceived classroom fear appeals: antecedents and motivational outcomes

Dave William Putwain¹, Richard Remedios²

¹Edge Hill University, United Kingdom; ²Durham University, United Kingdom; putwaind@edgehill.ac.uk

POS-9: 6

Test-taking motivation and math achievement

Christiane Penk, Alexander Roppelt

Humboldt-Universität zu Berlin, Germany; christiane.penk@iqb.hu-berlin.de

POS-9: 7

Reasons for and against reading as leisure time activity in primary school students

Elisabeth Schüller, Stephan Kröner

Friedrich-Alexander Universität Erlangen-Nürnberg, Germany; elisabeth.schueller@ewf.uni-erlangen.de

POS-9: 8

How Minimum Grade Goals and Self-Control Capacity Interact in Predicting Test Grades

Alex Bertrams

University of Mannheim, Germany; alex.bertrams@uni-mannheim.de

POS-9: 9

Motivation and Emotion of Misjudged Second Language Learners

Detlef Urhahne, Sabine Blaurock

Martin-Luther-University Halle-Wittenberg, Germany; sabine.blaurock@t-online.de

POS-9: 10

The impact of praise on Japanese students' motivation in the SLA classroom

Marie-Emilie Masson

Kyushu Sangyo University, Japan; emilie.english@gmail.com

POS-9: 11

Effects of portfolio based instruction on students' competencies, motivation, and emotions

Susi Limprecht, Michaela Gläser-Zikuda

University of Jena, Germany; susi.limprecht@uni-jena.de

PAP-20: Goals and Goal Orientation

Time: Thursday, 30/Aug/2012: : 1:30pm - 3:00pm · *Location:* 251

Session Chair: Kara Ann Makara, University of Michigan

PAP-18: 1

Culture, context, and gender as antecedents of personal goals in social learning contexts

Dirk Tempelaar¹, Bart Rienties²

¹Maastricht University, Netherlands, The; ²University of Surrey, UK;
d.tempelaar@maastrichtuniversity.nl

PAP-18: 2

High School Students' Peer Social Networks, Achievement Goals, and Academic Achievement: Their Relationships and Predictive Influence

Kara Ann Makara, Stuart A. Karabenick

University of Michigan, United States of America; kamakara@umich.edu

PAP-18: 3

Achievement Goals and Academic Achievement: A Meta-Analysis

Linda Wirthwein¹, Jörn Sparfeldt², Martin Pinquart¹, Ricarda Steinmayr¹

¹Philipps Universität Marburg, Germany; ²Universität Trier, Germany;
Wirthwein@staff.uni-marburg.de

PAP-18: 4

Part-time employment and full time education in England: the case for a dynamic model of motivational interference

David Wellings

Institute of Education, United Kingdom; dp.wellings@ntlworld.com

SYM-17: Fulfilling Basic Psychological Needs through Autonomy Supportive Coaching in Work and Exercise: Anything in Common or just Differences?

Time: Thursday, 30/Aug/2012: 1:30pm - 3:00pm · *Location:* 254
Session Chair: Jens Kleinert, German Sport University Cologne
Discussant: Johnmarshall Reeve, Korea University
Organizer: Andreas Heissel, Humboldt Universität zu Berlin

SYM-17: 1

Coach autonomy support among obese children in the exercise domain

Andreas Heissel, Elke Knisel, Hanno Strang

Humboldt Universität zu Berlin, Germany; heissel@sport-gesundheitspark.de

SYM-17: 2

What motivates coaches? CALM study in the role of autonomy support and self determination in the coaching process

Josephine Palermo, Robert van de Berg

Deakin University, Australia; Josephine.palermo@deakin.edu.au

SYM-17: 3

The relationship between relatedness and self determined motivation: What's missing?

Josephine Palermo, Sahithi Dharmapuri, Robert van de Berg

Deakin University, Australia; Josephine.palermo@deakin.edu.au

SYM-18: The Learning Environment, Engagement, and Interest: a Panel Discussion

Time: Thursday, 30/Aug/2012: 1:30pm - 3:00pm · *Location:* 311
Session Chair: K. Ann Renninger, Swarthmore College
Discussant: Pietro Boscolo, University of Padova
Organizer: K. Ann Renninger, Swarthmore College

SYM-18: 1

Classroom Participation and Engagement

Julianne Turner, Hayal Kackar

University of Notre Dame, United States of America; jturner3@nd.edu

SYM-18: 2

Grades, Intrinsic Motivation, and Self-Concept of Ability

Verena Freiburger¹, Birgit Spinath¹, Ricarda Steinmayr²

¹Heidelberg University, Germany; ²Marburg University, Germany;
 birgit.spinath@psychologie.uni-heidelberg.de

SYM-18: 3

Teacher Motivation, Instructional Practices and Student Motivation

Ulrich Schiefele, Ellen Schaffner

University of Potsdam, Germany; Ulrich.Schiefele@uni-potsdam.de

SYM-19: Students' Motivation, Transfer, and Strategy Use in CSCL Tasks

Time: Thursday, 30/Aug/2012: 1:30pm - 3:00pm · *Location:* 454

Session Chair: Sanna Järvelä, University of Oulu

Discussant: Jenefer Husman, Arizona State University

Organizers: Andreas Gegenfurtner, TU München & Sanna Järvelä, University of Oulu

SYM-19: 1

Traces of Students' Task Approach and Strategy Use in Different CSCL Task Types

Jonna Malmberg, Hanna Järvenoja, Sanna Järvelä

University of Oulu, Finland; jonna.malmberg@oulu.fi

SYM-19: 2

Motivational and Behavioural Consequences of Feeding Back the Motivation of a Group Partner

Cornelia Schoor, Susanne Narciss, Hermann Körndle

University of Dresden, Germany; cornelia.schoor@tu-dresden.de

SYM-19: 3

Effects of Computer Support, Collaboration, and Time Lag on Self-Efficacy and Transfer

Andreas Gegenfurtner, Marja Vauras, Koen Veermans

University of Turku, Finland; angege@utu.fi

PAP-21: Methods (Interview, Meta-Analysis, Validation)

Time: Thursday, 30/Aug/2012: 1:30pm - 3:00pm · *Location:* 457

Session Chair: Gunnar Bjørnebekk, Norwegian Center for Child Behavioral Development

PAP-21: 1

: Why do disadvantaged students from low SES Australian schools engage in and disengage from reading? An interview study

Clarence Ng

Griffith University, Australia; clarence.ng@griffith.edu.au

PAP-21: 2

Learning Disabilities and Causal Attributions: A Meta-Analysis

Wondimu Ahmed¹, Alexander Minnaert¹, Robert Klassen²

¹University of Groningen, Netherlands, The; ²University of Alberta, Canada; a.e.m.g.minnaert@rug.nl

PAP-21: 3

Factor Structure of the Balanced Measure of Psychological Needs Scale in a Portuguese Sample (P-BMPN)

Pedro Miguel Cordeiro, Paula Paixão, Willy Lens, José Silva

Faculdade de Psicologia e de Ciências da Educação da UC, Portugal; pedrcordeiro@gmail.com

PAP-21: 4

Validation of a motivation-based typology of Angry Aggression

Gunnar Bjørnebekk¹, Rick Howard²

¹Norwegian Center for Child Behavioral Development, Norway; ²Institute of Mental Health, University of Nottingham, Nottingham, UK.; gunnar.bjornebekk@atferdssenteret.no

Thursday

Presentations on Tuesday - Abstracts

SYM-01: Investigating Motivational Goal Setting in Different Learning Contexts

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 251

Session Chair: Sanna Järvelä, University of Oulu

Discussant: Alexander Minnaert, University of Groningen

Organizers: Dirk Bissbort & Sanna Järvelä, University of Oulu, Finland

Tuesday

Goal setting plays an important role in student's regulation of behavior and motivation in learning. However, which kind of motivational goals students set in different learning contexts, and how can effective goal setting be promoted to enhance learning and outcomes? This symposium groups four empirical studies that examined students' motivational goal setting in different learning contexts. Several theoretical approaches and empirical results related to motivational goal setting with respect to situational specificity will be discussed, drawing on social cognitive models of self-regulated learning (Boekaerts & Cascallar, 2006; Winne & Hadwin, 2008; Wolters, 2003; Zimmerman, 1989, 2008), concepts of social regulation and shared regulation (Hadwin & Oshige, 2006; Järvelä, Volet, & Järvenoja, 2010; McCaslin, 2004), models of personal goals (Murayama & Elliot 2009), and goal taxonomy (Ford, 1992). In the first paper, McCardle, Webster, and Hadwin investigated how quality of self-set goals improved when students were guided to self-evaluate goal quality compared to students without guide. In the second paper, Bissbort, Järvelä, Järvenoja, and Malmberg examined which types of motivational goals graduate students set in solo and collaborative learning contexts, and how individual goals were connected to group goals. In the third paper, Dresel, Bieg, Fasching, and Tulis studied joint influences of personal goals and goal structures on achievement-relevant outcomes. In the fourth paper, Smit, Boekaerts and Pat-El investigated the structure of non-academic goals of students in pre-vocational secondary education. The symposium seeks to initiate lively discussion about the findings and educational implications by the discussant and with the audience.

SYM-01: 1

Supporting students in setting effective goals for self-regulated learning: Does a tool for weekly self-monitoring help?

Lindsay McCardle, Elizabeth A. Webster, Allyson Hadwin

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Self-regulated learners direct, monitor, evaluate, and adapt their cognition, behaviour, and motivation (Winne & Hadwin, 1998; Zimmerman, 1989, 2000). Winne and Hadwin (2008) describe the two main features of self-regulated learning as (a) recognizing when there is a discrepancy between the current state and the goal state and (b) taking action to change that discrepancy. We propose that to be effective for regulating learning, the goals set by learners should include four main properties: (a) achievable in a short amount of time, (b) specific actions to accomplish learning, (c) a clear standard against which to judge performance, and (d) detailed content of what is to be learned (TASC goals; Webster, Hadwin, & Helm, submitted). In a 12-week, first-year course, students (N = 150) were taught these goal properties and set weekly goals in an online environment (Moodle; Dougiamas, 1999). There were two conditions: (a) students evaluated their

goals weekly (weeks 4-9) on the basis of TASC criteria using a guide in Moodle, and (b) students evaluated their goals at the mid- and end-points of the semester without an evaluation guide. Data have been collected and goals will be coded for quality. A repeated-measures ANOVA will be used to compare goal quality between the two evaluation conditions before and after the intervention. We hypothesize that while both groups will have similar goal quality at the beginning of the semester, students in the weekly evaluation condition will have better goals at the end of the semester than those without the weekly evaluation.

SYM-01: 2

Motivational and Social Goal Setting in Solo and Collaborative Contexts of Learning

Dirk Bissbort, Sanna Järvelä, Hanna Järvenoja, Jonna Malmberg

University of Oulu, Finland, Finland; Dirk.Bissbort@oulu.fi

The purpose of this study was to examine motivational and social goal setting in solo and collaborative contexts of learning. Goal setting is a crucial activity within self-regulatory phases and processes and a reference point for monitoring and attribution (Zimmerman, 2008), and within socially-shared regulation of learning (Hadwin et al. 2010). Participants included 18 graduate students collaborating in three phases. Using content analysis, data was coded for mastery goals, performance goals, motivation regulation goals, and social goals. Regarding the question, which types of motivational goals students set in solo and collaborative learning phases, findings revealed that at the beginning of both the solo and the collaborative phases, students focused clearly more on mastery goals than on performance goals. In addition, students' shared goal setting focused also on social goals. However, students set regulation goals only individually for their solo learning, but not sharedly for collaborative learning. Students in solo phases set mastery goals, performance goals, regulation goals, but hardly any social goals, whereas students in collaborative phases set no regulation goals. Individuals did not set very often regulation goals for the group work. Individuals' social goals were not often connected to the shared social goals in contrast to mastery and performance goals. Two typical pattern of goal type combination were social goals combined with mastery goals or performance goals. Students changed their goal setting over both the solo and the collaborative phases, however it was not possible to identify a clear development of goal setting from phase to phase.

SYM-01: 3

Modeling Joint Influences of Personal Goals and Goal Structures

Markus Dresel, Sonja Bieg, Michaela S. Fasching, Maria Tulis

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An extension of Murayama's and Elliot's (2009) analytic framework for studying joint influences of personal achievement goals and goal structures is proposed, which is based on the differentiation of personal goals with respect to situational specificity (personal goal orientations vs. situational goals) and that allows for specific predictions. To provide first evidence to underpin this extension empirically a study is presented, which was conducted in the university context with 497 students who reported their personal goal orientations, and were repeatedly (3 times) surveyed with respect to situational-specific goals, perceptions of goal structures and achievement-relevant outcomes (persistence, elaboration strategies, rehearsal strategies, situational interest,

task-specific self-concept). Results indicated situational variation as well as stable between-person differences in goal setting processes. Setting achievement goals in specific learning environments depended on both, personal goal orientations and perceived goal structures. Results revealed additionally, that the actualization of goal setting tendencies in situational goals can depend on environmental conditions. Finally, effects of personal goal orientations on achievement-relevant outcomes were fully mediated and effects of perceived goal structures on achievement-relevant outcomes were partially mediated through the setting of situation-specific goals. Overall, results supported the usefulness of the model extension and the distinction between more stable personal goal setting tendencies and more variable situation-specific goal setting processes.

SYM-01: 4

Multiple motivational goals in the classroom: A validation of the Goal Identification and Facilitation Inventory.

Karin Smit, Monique Boekaerts, Ron Pat-EI

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Goals are seen as important motivational factors that influence behavior (Ford,1992). Research on goals and motivation has mainly focused on academic goals. However, students bring a variety of goals into the classroom (e.g. Boekaerts & Nimivirta, 2000; Boekaerts, 2008, 2009). Although questionnaires about non-academic goals are available (e.g. Wentzel, 2000; Dowson & McInerney, 2004), the items often include learning. In an attempt to measure academic and non academic goals, Boekaerts developed the 84 item Goal Identification and Facilitation Inventory (GIFI) which aims to measure 16 goals, based on Ford's goal taxonomy (1992). The validity and reliability of the instrument was tested. 603 students (296 girls, 303 boys, 4 missing), with the average age of 14.7 (S.D. = .74) in pre vocational secondary education filled in the self report questionnaire. A Principal Component Analysis was performed. Preliminary results, based on the eigenvalue, the screeplot, parallel analysis and the content of the items, identified a 5 component solution. This solution showed it is difficult for these students to distinguish between the different goals that are related with social behavior and compliance. After items with double loadings were removed, a component that represents well being and positive behavior could be defined. The provision and acquisition of help were perceived as a separate component. Furthermore, the solution showed self determination, material gain, and ego goals as separate components. Preliminary results from Structural Equation Modeling showed a fairly reasonable fit.

Tuesday

SYM-02: The Role of Instrumental Motivation at the Departmental, Course Level and in Job-Seeking Contexts

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 254

Session Chair: Richard A. Walker, University of Sydney

Discussant: Markku Niemivirta, University of Helsinki

Organizer: Luke K. Fryer, Kyushu Sangyo University

This symposium examines the effects of instrumental goals on goal commitment, proximal beliefs, motivations as well as persistence in a chosen field of study. The

research presented spans learning at departmental, and course level as well as job-seeking contexts. Paper one establishes a framework for testing the effect of goal components on an individual's commitment to their goal. Results for this study are pending the completion of data collection. Paper two tests a longitudinal model of instrumental goals' and perceptions of Good Teaching's effect on two sources of amotivation, Performance avoidance and Mastery approach goals. Consistent with theory and previous cross-sectional research, Distal-internal goals, followed by Perceptions of Good Teaching, both have a positive effect on adaptive task goals and negative effect on learners beliefs, which are potential sources of amotivation. These longitudinal results add weight to a burgeoning body of research supporting the importance of internally orientated instrumental goals. The final paper addresses the relationship between the perceived instrumentality of Engineering and the decision to continue to study in that field. Longitudinal results demonstrate that perceived instrumentality plays a significant role, explaining more variance with regard to persistence than self-efficacy in the domain studied. In a field such as Engineering, which is fundamental to a country's economy, understanding motivations related to whether students continue or move to another domain of study is essential. This symposium will be of interest to an audience interested in examining the role of instrumental goals in how individuals learn and the choices they make.

SYM-02: 1

Multiple goal pursuit in social-professional learning. The case of unemployed jobseekers

Anne Jacot, Isabel Raemdonck, Mariane Frenay

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The purpose of this present paper is to investigate the different types of goals low-qualified unemployed jobseekers pursue in social-professional learning situations and to understand the dynamics of multiple goal pursuit and how these dynamics influence commitment in social-professional learning. Moreover, this research aims to develop a methodology which is also applicable to low-qualified populations who may face problems related to reading and comprehension. These two theoretical issues were examined through the lens of the hierarchical structure of goals proposed by Carver and Scheier (1998, 2000). According to these authors, goals are defined by two dimensions: the abstraction level of goals (be goals versus do goals) and the degree of integration between goals (highly connected goals versus isolated goals). Both dimensions are important determinants of the importance people attribute to learning goals (hypotheses 1, 2). We also assume that goal importance and self-efficacy towards the attainment of the goal determine commitment to the learning goal (hypotheses 3, 4). At last, we expect goal importance and self-efficacy to be related to each other (hypothesis 5). A questionnaire was developed to measure participants` goal pursuit in social-professional learning and existing scales were adapted to measure the five variables mentioned above. The questionnaire was screened by five experts and pre-tested with two unemployed jobseekers. Data was collected from a sample of jobseekers from forty training centres for social-professional integration in the French-speaking part of Belgium. The data collection will be completed by the end of January 2012.

SYM-02: 2

Students' goals and their longitudinal effect on learner beliefs and motivations to learn

Luke K. Fryer, Richard A. Walker, Paul Ginns

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Instrumental goals are essential motivations that students bring with them into any learning environment. Research has demonstrated that internally orientated instrumental goals have positive relationships with a range of adaptive motivations and strategies (Simons, Dewitte, & Lens, 2004). The majority of prior research has however only examined cross-sectional relationships which preclude the discussion of direct and mediated effects.

Aims: Test the longitudinal effect of four types of instrumental goals (Distal-Internal, Distal-External, Proximal-external, and Social) and perceptions of Good teaching on two types of Achievement goals (Mastery and Performance avoidance), and two sources of Amotivation (Effort and Task-value beliefs).

Methodology: First and second year students of mixed major at one Japanese university completed a survey during regular class time, two times, eight months apart. Data were validated through factor analysis and a model was constructed and tested employing latent variables with Structural Equation Modeling.

Results: Corresponding with prior empirical research Distal-internal goals and perceptions of Good teaching were found to encourage adaptive task-orientated goals and decrease learner beliefs that led to amotivation.

Educational and theoretical significance: The longitudinal results establish the importance of internally orientated goals and good teaching as having an important effect on learner beliefs about task-value and effort. By replicating past cross-sectional research the results also highlight the positive effect of internally orientated goals and good teaching for adaptive task-orientated goals.

Tuesday

SYM-02: 3

Persistence when the Going Gets Tough: Perceptions of Instrumentality and Academic Persistence.

Jenefer Husman, Andrea Vest, Natalie Eggum, Cecelia Maez, Katherine G. Nelson

Arizona State University, United States of America; jenefer.husman@asu.edu

A cohort-longitudinal examination of the relationship between college students' first semester impression of the instrumentality of their first classes and their persistence in a difficult major. One-hundred and five engineering majors were surveyed in their first semester at University. Student perceptions of instrumentality of the first course they took in engineering accounted for a significant amount of variance in the number of semesters students chose to stay in the engineering program, students' first semester GPA and their self-efficacy for course performance did not.

SYM-03: New Insights in the Effects and Universality of Basic Psychological Need Satisfaction

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 311

Session Chair: Maarten Vansteenkiste, University of Gent

Discussant: Avi Assor, Ben Gurion University

Organizer: Maarten Vansteenkiste, University of Gent

Within Basic Psychological Need Theory, one of the five mini-theories of Self-Determination Theory (Deci & Ryan, 2000; Vansteenkiste, Niemiec, & Soenens, 2010), it is maintained that the satisfaction of the basic psychological needs for autonomy (i.e., experiencing a sense of volition and psychological freedom), competence (i.e., feeling effective in interacting with the environment) and relatedness (i.e., experiencing a sense of warmth) is essential for growth, wellness and integrity. Although the concept of psychological needs has received increasing empirical attention over the past decade, many issues remain to be addressed. The present symposium aims to (a) present new insights regarding the day-to-day relation between psychological need satisfaction and the satisfaction the need for physical rest, as indexed by the quantity and quality of the sleeping pattern, in two samples of Belgian adolescents and adults, (b) to present evidence for the longitudinal association between psychological need satisfaction and two understudied well-being outcomes (flourishing, gratitude) in a sample of Peruvian bankers, and (c) to introduce a newly developed and cross-culturally valid psychological need satisfaction scale, which was examined in four countries across the globe (i.e., Belgium, China, Peru, & US). The latter presentation also examines the role of psychological need satisfaction in the relation between health and financial satisfaction and psychological well-being. The implications of the current findings for the further development of Basic Psychological Need Theory will be discussed.

SYM-03: 1

How Tired Are You? Examining the Link Between Daily Psychological Need Satisfaction and Daily Sleeping Pattern

Maarten Vansteenkiste¹, **Athanasios Mouratidis**²

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Within Self-Determination Theory (SDT; Deci & Ryan, 2008; Vansteenkiste, Soenens, & Niemiec, 2010), it is maintained that the satisfaction of the basic psychological needs for autonomy (i.e., experiencing a sense of volition), competence (i.e., experiencing a sense of effectiveness), and relatedness (i.e., experiencing a sense of connection) represent the necessary nutrients for people's well-being. In this study, we employed a diary methodology to examine the association between day-to-day fluctuation in psychological need satisfaction and frustration and daily sleep patterns. Adult participants (N = 73, 28.8% males; Mean age = 43.08 SD = 11.52) as well as adolescent participants (N = 275, 49.8% males; Mean age = 16.51 SD = 1.18) kept a sleep diary (Monk et al., 1994) reporting on their daily fatigue and need satisfaction at night and sleep quality (e.g., alertness) in the morning during 14 consecutive days. Multilevel analyses using HLM indicated that daily need satisfaction related more strongly to indicators of sleep quality than to indicators of sleep quantity. Specifically, need satisfaction and need frustration contributed, respectively, to (a) daily fatigue, (b) positive and negative reasons for getting awake at night and (c) morning alertness. These results suggest that the satisfaction of one's psychological needs is implicated in the degree to which one is able to get one's physical needs met and indicate that the effects of daily need satisfaction radiate beyond one's psychological functioning per se.

Basic Need Satisfaction and its Relationship with Flourishing and Gratitude

Lennia Matos¹, Maarten Vansteenkiste², Bart Soenens², Willy Lens³, Rafael Gargurevich¹

¹Peruvian University of Applied Sciences, Peru; ²University of Gent; ³University Leuven; lenniamatos@gmail.com

Self-Determination theory proposes that the three basic psychological needs (autonomy, competence, and relatedness) are essential for optimal human development and are considered very important nutrients for optimal functioning (Vansteenkiste, Niemic & Soenens, 2010). In the last years, Positive Psychology (Seligman & Csikszentmihalyi, 2000) emerged as a movement that proposed that instead of focusing in weaknesses and illnesses it is important to put emphasis in studying human strengths and positive outcomes (Deci & Vansteenkiste, 2004). Two of these outcomes refer to flourishing and gratitude. The satisfaction of the basic psychological needs can help to understand how people can have an optimal development and functioning. There is extensive evidence regarding need satisfaction and its impact on psychological well-being. Therefore it seems clear its relationship to outcomes such as flourishing and gratitude. The aim of our research was to examine the relationship between flourishing and gratitude and the satisfaction of the three basic needs. In this study, 450 Peruvian bank workers participated (40.9% males, Mean age=28.16). The measures (Flourishing scale, Gratitude Questionnaire, Basic Need Satisfaction in Life) were valid and reliable in our sample. Hierarchical regressions were performed and as expected, the three basic psychological needs were positive predictors of flourishing and gratitude. In a second set of analyses (longitudinal) we ran a Latent change model and it yielded a satisfactory fit to the data and the changes in need satisfaction were related to changes in both flourishing and gratitude over time.

Tuesday

Presenting a new and cross-culturally valid scale on basic psychological need satisfaction in four countries: Exploring the link with financial and health satisfaction

Beiwen Chen¹, Maarten Vansteenkiste¹, Wim Beyers¹, Ken Sheldon², Richard Ryan³, Lennia Matos⁴, Bart Soenens¹

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In the current study, we aim to introduce a new, cross-culturally valid scale on basic psychological need satisfaction and to investigate its relation with health and financial satisfactions and well-being in four culturally diverse countries (i.e., China, Belgium, US, and Peru). More specifically, we pursued the following three aims. Based on the self-determination theory, we first developed and validated a new basic psychological needs scale. We deemed it important to test the measurement equivalence of the newly proposed scale since a cross-culturally validated questionnaire on this issue is currently lacking in the literature. Second, we examined the association between basic psychological needs satisfaction and well-being and examined whether the effect of psychological need satisfaction depends on the satisfaction of the health and financial needs satisfaction (moderation). In an additional set of analyses, we explored whether health and financial satisfaction relate to the desires for psychological need satisfaction, as can be hypothesized based on Maslow's hierarchical need theory. Third, we

Abstracts

investigated to which extent the associations between health and financial satisfaction and well-being can be accounted for by basic psychological need satisfaction (i.e., mediation).

We found the effect of psychological needs is not moderated by health and financial satisfaction, but that psychological need satisfaction partially accounts for the effects of health and financial satisfaction on well-being. In addition, we found individuals with lower health and financial situation have stronger desire for autonomy, relatedness and competence satisfaction. Implications of these results are discussed.

SYM-04: What Can and Cannot yet Be Said about Motivation for Challenging Tasks?

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 454
Session Chair: K. Ann Renninger, Swarthmore College
Discussant: K. Ann Renninger, Swarthmore College
Organizer: K. Ann Renninger, Swarthmore College

This symposium is designed to be an interactive panel discussion. Findings from current research will be used to think through what is understood about motivation for challenging tasks—and how to define “challenge”. Panel participants will each present a short paper describing current research. These papers will provide a basis for the session discussion. The participants come from different research traditions and employ diverse methods. Their presentations address the relation between challenge and motivation as it is reflected in studies of: student follow-through on challenging writing tasks in a 2 x 2 x 2 design (in class writing vs. challenging writing; individual or collaborative writing, and audience or no audience), engagement with challenging content in small group and whole class discussions, and the relation between interest and performance in a computer program for physics learning. In their presentations, participants will describe their research questions in relation to the context of their study, their definition and measurement of challenge, the motivational variables with which they are working, what their findings suggest about the character of challenging tasks and motivation, and their sense of what still needs to be explored about motivation for challenging tasks. Following the short presentations, the Session Moderator will facilitate discussion among the participants and with the audience on these issues, with an emphasis on what can and cannot yet be said about motivation for challenging tasks.

SYM-04: 1

Challenging writing tasks: How do students perceive the challenge and what is its relation to their motivation?

Pietro Boscolo, Lerida Cisotto

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The aim of this study was to analyze how middle-school students (7th graders) perceive a challenging writing task. Such a task stimulates a student’s cognitive involvement in a collaborative context and requires the student to assume increasingly higher levels of responsibility for learning, that is, autonomy in carrying out a task as well as both retrieval of and elaboration on prior knowledge. The study was conducted according to a 2 x 2 x 2 design (traditional vs. challenging task, individual vs. collaborative writing, audience vs. no audience). In the challenging task condition, students, after seeing a short film about the town where they live, were invited to find and write at least three

plausible ideas for improving their town, and to synthesize the ideas in a slogan. The traditional task consisted of writing the ideas without a slogan. Both writing tasks were carried out individually or collaboratively. In the audience condition, students were told that the municipal administration would receive and evaluate the best slogans. Thirty 7th graders, whose writing ability was rated by teachers, were assigned to each of the 8 conditions (N = 240). The effects of the challenging writing task were assessed through questionnaires administered before and after the task, and through linguistic analysis of the written texts. Findings will be discussed in light of prior research on challenging writing tasks.

SYM-04: 2

Preservice science teachers' strategies during challenging tasks

Martina Nieswandt

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This qualitative study explored preservice science teachers' engagement (PSTs; N = 19) during small group tasks and whole class discussions during a semester-long inquiry-based elective science course. Based on research on small-group interactions demonstrating student avoidance of challenging tasks, as well as on interest research stressing the generation of situational interest by particular conditions of a task, this study addressed (1) whether tasks that model inquiry-based science teaching arouse PSTs' situational interest, and (2) whether the task's level of complexity (theoretical and practical) influences student engagement. Results revealed that PSTs' engagement (frequency and level of interaction) during small-group and whole-class discussions varied depending on the nature of the task. Despite the instructor's probing and guided questions, engaging PSTs in theoretical discussions was difficult. PSTs quickly switched toward practical issues and the instructor complied; she moved on to the next topic. PSTs' enthusiasm to engage in practice-based discussions is interpreted as reflecting a triggered situational interest, given that there were more PST participants in discussion and the quality of their arguments was stronger in the practice-based discussions. Such interest almost vanished (only one to two PSTs responded and with lower quality of argumentation) when PSTs were challenged with abstract and theoretical questions. Questions for future research should address: (1) reasons for PSTs' resistance towards and loss of triggered situational interest during theoretical components of tasks and (2) what characteristics of the task (complexity, type) provide a balance between practical and theoretical components reflecting intellectual rigor, better preparing future science teachers.

Tuesday

SYM-04: 3

Is there a curvilinear relation between interest and performance?

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Many studies have reported a small relation between interest and performance ($r = .30$, meta-analysis by Schiefele, Krapp, & Schreyer, 1993). However, until recently the possibility that a curvilinear relation is a better fit had not been tested. Atkinson (1974) proposed that motivation and performance might follow the Yerkes-Dodson rule, as highly motivated people may work to mastery and when time is limited not finish their work.

In order to explore this assumption, we manipulated interest (control group CG, vs. medium interest MI, vs. high interest HI) and measured students' (N = 148) performance during learning with a computer-based physics program. We manipulated interest based on increasing relevance of the topic (torque); that is, in the instruction we presented either 0, 4, or 18 pictures demonstrating how torque is relevant in everyday life. As a manipulation check we used the interest scale of the QCM (Rheinberg, Vollmeyer, & Burns, 2001). Performance was measured with a knowledge test that students had to complete following work with the physics program.

First, we checked whether our manipulation was successful. According to our hypothesis, self-reported interest increased (MCG = 3.07, MMI = 4.47, MHI = 5.17), and its relation to performance was curvilinear (MCG = 18.52, MMI = 34.92, MHI = 20.30). In the program students could use interactive graphics. With the interactive graphics, HI worked longer (M = 633.56) than MI (M = 573.62). This experiment provides the first indication that if time is limited, students with high interest may focus on mastery and therefore perform worse than those with medium interest.

SYM-05: Motivation in the Teaching Profession and Beyond

Time: Tuesday, 28/Aug/2012: 9:00am - 10:30am · *Location:* 457

Session Chair: Dominik Becker, TU Dortmund

Discussant: Nele McElvany, TU Dortmund University

Organizers: Dominik Becker & Kerstin Drossel, TU Dortmund

Compared with other domains such as teacher stress or burnout, studies dealing with teacher motivation and cooperation still appear to be a neglected field of research. Consequently, the symposium proposed here tries to overcome this shortcoming by focusing on different perspectives of teacher motivation also compared to other occupations. The first paper uses cluster analysis to identify teachers' motivational profiles according to self-determination theory (Ryan & Deci, 2002). In a second step, the authors use ANOVA to reveal differences regarding the fulfillment of the basic psychological needs proposed by self-determination theory. The second paper applies the Expected-Value-Model (Eccles & Wigfield 2002) to account for differences in teacher cooperation. Since in the EVM, neither structural nor social conditions of cooperation are considered, the authors extended the model by also including individuals' subjective norm (Ajzen and Fishbein 1980). Structural equation modeling shows that there is a large effect of teachers' subjective value on their actual cooperation behavior, and a small (though still significant) impact of teachers' subjective norm on their subjective value of cooperation. The third paper expands the view on occupational motivation by also considering other professions apart from teachers. Concretely, the author asks which aspects of implicit self-regulation and spirituality can affect intrinsic motivation. While intrinsic motivation correlates significantly positive with all measures of implicit self-regulation, there is mixed evidence regarding the correlations between measures of spirituality and implicit self-regulation.

SYM-05: 1

Teachers' motivational profiles

Irina Andreitz, Barbara Hanfstingl, Florian H. Müller

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Following the assumptions of self-determination theory (SDT; Ryan & Deci, 2002), this presentation deals with inter-individual differences in teachers' work motivation. SDT proposes five different qualities of motivation, each reflecting another level of self-determination and control, respectively. Human behavior is influenced by all five forms of motivation, and they are all present simultaneously within an individual to a different degree (Ntoumanis, 2002). The development and maintenance of the different forms of motivation are connected to the fulfillment of the three basic psychological needs for autonomy, competence and social relatedness. In contrast to a vast number of studies which are based on SDT, the study presented applies a person-oriented rather than a variable-oriented approach. Using cluster analysis we examined combinations of different types of motivation within a sample of 186 Austrian teachers. Precisely, we could identify teachers' motivational profiles that differ in their motivational quality. In a next step, the profiles were linked to the fulfillment of the basic needs within teachers' working environment. ANOVA showed differences in the satisfaction of the psychological needs for autonomy and competence as well as for perceived constraints and support at work.

SYM-05: 2

Motivational prerequisites of teacher cooperation

Kerstin Drossel, Jasmin Schwanenberg, Dominik Becker

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Although in numerous studies, teacher cooperation was shown to be one of the crucial factors for school quality (e.g. Sammons, Hillman & Mortimore, 1995), teachers' individual motives regarding their willingness to cooperate have been neglected up to now. A well-established model that accounts for individual motives in general is the Expected Value Model (EVM) by Eccles and Wigfield (2002) consisting of the subjective task value, the expectation of success and the final achievement-related choices and performances. Since in this EVM, neither structural nor social conditions of cooperation are considered, we extended the model by recurring to the works by Ajzen and Fishbein (1980) also including individuals' subjective norm which is a crucial factor regarding the formation of intentions.

Based on an online teacher questionnaire (N=550) administered to the teaching staff of 31 upper secondary schools in the German Federal State of North Rhine-Westphalia, we test the hypothesis that apart from teachers' subjective value and their success expectation, also their subjective norm has a distinct impact on their actual cooperation decision.

By means of structural equation modeling we find that although a direct significant effect of the subjective norm component on teachers' actual decisions is missing, we observe a small (though still significant) impact of teachers' subjective norm on their subjective value, and a very large effect of teachers' subjective value on their actual cooperation behavior. These results indicate that direct appeals to teachers' subjective value are the most promising factors to foster teacher cooperation.

Tuesday

SYM-05: 3

Professional intrinsic motivation, self-regulation, and spirituality

Barbara Hanfstingl

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Based on person-system-interaction theory (PSI-theory, Kuhl & Fuhrmann, 2008) and self-determination theory (SDT; Ryan & Deci, 2002), this study aims to investigate the relationship between motivational regulation styles and different aspects of self-regulation and spirituality. Hanfstingl et al. (2010) showed that implicit self-regulation plays an important mediating role for the correlation between the three psychological basic needs and professional intrinsic motivation. Therefore, we postulate that apart from environmental factors, particularly person-internal factors may co-determine intrinsic motivation. Koole et al. (2010) noted that people who tend to be religious show higher levels of implicit self-regulative competencies. Thus, the aim of the study presented is to investigate which aspects of self-regulation and spirituality are relevant for intrinsic motivation in more detail.

The data was collected online and with a paper-pencil-version of the questionnaire. More than 380 individuals participated in the survey. First analyses show that some facets of implicit self-regulation (e.g., self-access) correlate significantly negative with spirituality, and some facets of implicit self-regulation (e.g., self-relaxation) do not correlate with the mystical orientation scale. In contrast, the meaningfulness of the SoMe (Schnell & Becker, 2007) and the resilience scale correlate significantly positively with all facets of implicit self-regulation. Another focus of our analyses will be if the data shows differences between teachers and other professional groups. Further outcomes and their implication for the research, but also practical implications (e.g. determinants of high professional intrinsic motivation) will be discussed.

POS-1: Self-Determined Motivation

Time: Tuesday, 28/Aug/2012: 10:30am - 11:30am · *Location:* 0.251

POS-1: 1

Contribution of academic decision-making context in predicting subsequent motivation to school

C  l  nie Brasselet, Alain Guerrien

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This research focuses on the relations between context in which the academic decision-making progresses and student's later motivation to school, according to self-determination theory (Deci & Ryan, 1985, 2002). Some students perceive their academic decision-making as constrained or determined by external influences; others feel it as self-determined or chosen. These two situations are supposed to have a different impact on motivation to school. Effectively, an unchosen academic decision-making means that student follow a pathway that doesn't match his or her interests and aspirations, whereas a chosen academic pathway reflects a personal choice. So, the first is supposed to hinder later academic motivation, whereas the latter would promote autonomous motivation. 702 students, from 11th grade, completed two questionnaires: the academic motivation scale (Vallerand, 1991) and a questionnaire (in the process of validation – Brasselet & Guerrien) that evaluates self-determined academic decision-making and the perception of positive and negative influence in the academic choice. The results indicate that a chosen academic pathway is associated to an autonomous academic

motivation. Positive influence is a significant predictor of autonomous and controlled motivation. Finally, negative influence is related to controlled motivation. That confirms the context in which educational guidance proceeds may have an impact on later motivation. These results in line with SDT seem to have a great interest for practitioners in terms of motivational remediation insofar as they facilitate a better understanding of the reasons of certain academic difficulties related to the topic of educational guidance.

POS-1: 2

A Theoretical and Empirical Examination of links between Self Determination Theory and Reversal Theory: Psychological Need Satisfaction and Meta-motivational State Reversals

Laura Bethan Thomas, Emily Oliver, Joanne Thatcher

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The proposed poster will present theoretical arguments and pilot data from two laboratory-based studies that examine links between Self-Determination Theory (SDT; Deci & Ryan, 2000) and reversal theory (Apter, 1982). SDT discusses innate psychological needs for autonomy, competence, and relatedness, satisfaction of which is essential for psychological health, well-being, and exploration of inherent growth tendencies. Reversal theory proposes four mutually exclusive pairs of meta-motivational states which are characterised by distinct ways of interpreting one's own motivation (e.g., telic vs. paratelic; Apter, 2001); regular reversal between states is required to be considered 'psychologically healthy' however, the precise triggers of reversals are unclear. It is argued that need satisfaction and thwarting may act to induce a reversal. Further, we suggest that lability and frequency of individuals' reversals may contribute to well-being through enabling a balanced satisfaction of one's needs (cf. Sheldon & Gunz, 2009; Sheldon & Niemiec, 2006).

Using environmental manipulations of need satisfaction (e.g., Deci, Eghrari, Patrick, & Leone, 1994) and implicit association tests to identify meta-motivational states, the pilot data will establish whether need thwarting causes frustration induced reversals (e.g., from conformist state to negativistic state), and whether need satisfaction causes satiation induced reversals (e.g., from telic state to paratelic state). From an applied perspective the ability to induce reversals and achieve a balance of need satisfaction may prevent maladaptive behaviours associated with both need thwarting and inhibited reversals.

POS-1: 3

What Predicts Middle School Students' Intrinsic Motivation in Mathematics? The Relationship between Perceived Teacher Autonomy Support and Adolescents' Self-Determined Academic Motivation

Kenneth Whaley

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This study applied self-determination theory (SDT) to investigate the relationship between seventh grade students' perceptions of their math teacher's autonomy support and their intrinsic motivation and academic achievement in prealgebra. Participants (N = 362) and their five math teachers were drawn from an ethnically-diverse public middle school in the southeastern United States. Participants completed the Learning Climate Questionnaire (Williams & Deci, 1996) to measure their perceived teacher autonomy support; the Intrinsic Motivation Inventory (McAuley, Duncan, & Tammen, 1989) to

behaviors, and negative parental conditional regard, in which love is withdrawn when the children fail to meet parents' standards, can lead to the children's later ill-being. As such, the first aim of the present research is to provide further evidence of whether positive and negative parental conditional regard also predict maladaptive perfectionism. It also shows whether individuals who do not experience these parental approaches will develop a more adaptive form of perfectionism, which involves a personal striving for high standards, and has been found to predict academic achievements and motivation. In the second part of the study, the same group of participants was randomly assigned into two groups. Both groups were asked to engage in inherently interesting puzzles, in which those in the first group were told that they had finished only 39% of the total puzzles, while participants in the second group were told that they had succeeded at 92% of the puzzles. The present results demonstrate whether receiving success-vs-failure feedback after performing an interesting task moderates the extent to which adaptive and maladaptive perfectionism impact intrinsic motivation for the task.

POS-2: Motivation for Teaching

Time: Tuesday, 28/Aug/2012: 10:30am - 11:30am · *Location:* 0.251

POS-2: 1

Passion for teaching: relationships with job satisfaction, self-efficacy, positive affect, and subjective happiness.

Angelica Moè

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Previous research has shown that an harmonious passion for teaching reduces the risk of burnout and increases job satisfaction. However, the relationships with motivational and emotional aspects, such as self-efficacy, positive affect and subjective happiness have not yet been assessed. This study tested the hypothesis that a passion for teaching relates positively with these motivational, and affective aspects, providing it is an harmonious passion. Two hundred and ten teachers filled in a booklet of questionnaires aimed at assessing their passion for teaching, job satisfaction, affect, subjective happiness, and self-efficacy beliefs. The results confirmed that an harmonious passion for teaching relates positively with all the aspects considered and is affected mainly by job satisfaction, self-efficacy and positive affect. The discussion focuses on the importance of motivational aspects in shaping 'effective teachers'.

POS-2: 2

Effectiveness of Induction Year Programme - what matters the most?

Merilyn Meristo

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Many novice teachers experience difficulties starting their careers at school and many of them leave the profession. A support programme for novice teachers, the Induction Year Programme, has been running now for eight years in Estonia. However, it is not clear how the Induction Year Programme has influenced Estonian teachers' decisions to stay in the profession. The main aim of this research is to evaluate teachers' perceptions and appraisal of the Induction Year Programme by measuring participants' job satisfaction, self-efficacy, motivation and sense of community and by determining their internal connectedness, and by comparing two groups of teachers: those who have participated in the Induction Year Programme and those who have not. We expect that the

relationships between participation and the above mentioned variables are more positive among teachers who have participated in the Induction Year Programme than among those teachers who have not participated in it. The study utilises a correlational design. The role of induction year as predictor of job satisfaction and motivation is investigated. The data for this study was collected with the use of four questionnaires that had been validated by researchers during previous studies. The practical outcome of the study will be implemented into both pre-and in-service teacher education and the theoretical outcome contributes to the better understanding of factors influencing teachers’ professional development in a school context.

POS-2: 3

A Qualitative Analysis of Academic Disengagement Among Japanese Pre-service Foreign Language Teachers

William Ludwell Quint Oga-Baldwin

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The study of teacher education internationally has indicated that teachers’ motivations and orientations toward teaching relate to the quality of the teachers they become. This motivation can be observed through the way pre-service teachers interact with their academic work. This study aims to qualitatively document reasons pre-service teachers report for entering a teacher education program and engaging in teacher preparation. Twenty-six Japanese pre-service English teachers were interviewed, and results were explored for repeating patterns using an interpretivist phenomenological approach to qualitative analysis, following theoretical guidelines from an expectancy-value framework. Codes assigned to the phenomenological patterns found in the data were a proclaimed interest in English (value), perceived lack of accountability in first and second year studies (expectancy), competing desire to spend time in non-academic pursuits (value), perceived inability to learn English in Japan (expectancy), external guidance towards a prestigious university (value), and the presence and influence of low-engagement peers (expectancy). Patterns found indicate that these pre-service teachers’ may not be strongly instrumentally oriented toward the study of English or pedagogy, and that the study environment may not provide students with significant subjective task value for independent study. While the results require in-depth statistical verification of the qualitative information presented, they also may indicate the need for a greater focus on induction into the goals of the teacher training program to create successful outcomes.

POS-2: 4

The role of teacher’s implicit theory of motivation in the classroom

Michaela Radimska

University of South Bohemia, Czech Republic; m.radimska@gmail.com

The poster will present my PhD research project which focuses on the relation between teachers’ implicit theories of motivation and the use of motivational strategies in real situations in school.

Teachers learn about new theories and research outcomes how to motivate children but even if they accept new ideas they are not always able to use the appropriate strategies in real situations. Multiple factors influence the choice of strategies used in class, e. g. teacher’s personality and education, climate of the workplace (school where they teach),

Abstracts aaa

social and cultural context, educational policy, and also teachers' implicit theories of motivation. My research will focus on the role of the latter one.

The poster will present the theoretical background of my research, its schedule and the methodological problems which are not plainly solved at this moment but should be solved until the symposium.

Theoretical background of the research concerns two main fields: theories of motivation, especially motivation to learn (Boekaerts, Deci, Dweck, Elliot, Pekrun, Pintrich, Ryan) and concept of implicit theories. As I have not found yet any research of teachers' implicit theories of motivation, I will start with broader concepts of implicit theories in educational and managerial context and I will try to apply it to the motivation.

As the project has started in the academic year 2011/2012, I am still specifying the sample and the methods of the research (e.g. semi-structured interviews with teachers, documentary research, observation in classroom). The data collection is planned for the next academic year.

POS-2: 5

The Teachers' Sense of Efficacy Scale: Confirming the Factor Structure with Beginning Pre-service Teachers

Lisa C. Duffin¹, Brian F. French², Helen Patrick³

¹Western Kentucky University, United States of America; ²Washington State University; ³Purdue University; lisa.duffin@wku.edu

This study examined the factor structure of the Teachers' Sense of Efficacy Scale (TSES; Tschannen-Moran & Woolfolk Hoy, 2001) long form using TSES scores of 2 different samples of pre-service teachers. More specifically, we examined scores from pre-service teachers who were at the beginning stage of teacher development using confirmatory factor analysis (CFA) to gather internal structure score validity evidence. Two plausible rival models derived from prior research were tested using CFA: a 1-factor model (Fives & Buehl, 2010; Tschannen-Moran & Woolfolk Hoy, 2001) and a 3-factor model (Poulou, 2007). Results showed good fit for both models; however, high inter-factor correlations indicate strong support for the unidimensional model. Findings suggest that pre-service teachers who lack pedagogical knowledge and teaching experience do not differentiate between the different aspects of teaching measured by the TSES. Questions for future research are raised.

POS-2: 6

Teaching at university: an emotional practice?

Gerda Hagenauer, Simone Volet

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The present study explores the emotional experiences of university teachers during teacher-student interactions. While the body of research on teachers emotions in the school context continually grows this field is still under-researched in the higher education context. Based on a cognitive approach to emotions we aim to shed light on the emotions of university teachers, their antecedents and their consequences. Methodologically a qualitative orientated approach is applied. Twelve experienced university teachers in preservice education at two different public universities in Western

Australia are interviewed by using in-depth interviews. In the first interview they reflect on emotional experiences in university teaching generally, in the second they report situated emotional episodes as experienced while teaching one of their current classes of students. Interviews were 50 minutes on average. They were audiotaped and transcribed verbatim.

At the time point of submitting the proposal, data collection and analysis are still in progress. Qualitative content analysis is applied for analysis. Preliminary findings show that teachers' experience a variety of positive and negative emotions (e.g. anger, enjoyment). The cognitive evaluation of the situation (e.g. control cognitions, expectation fulfilment or nonfulfilment) appears as an important antecedent of specific emotional experiences. Furthermore, results indicate that teachers' emotions do affect their teaching practice (e.g. use of humour) and teaching satisfaction.

The results will be discussed in terms of practical and theoretical implications.

POS-2: 7

The Influence of Teachers' Emotions on Students' Self-Concepts and Attributions

Jamie Lynn Taxer¹, Anne Frenzel²

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Research on teachers' emotions and specifically the effect teachers' emotions may have on students is still lacking. By replicating and expanding on studies conducted by Rustemeyer (1984) and Graham (1984), we examined the influence anger and pity from others has on causal attributions, self-concepts, and performance following failure. In the current study, participants were induced to fail a cognitive task and an experimenter reacted with either anger or pity. Participants' self-concepts for the cognitive task, causal attribution, and the perceived causal attribution of the teacher were measured. The results show that participants who were shown pity had a significantly lower self-concept and were more likely to perceive that the teacher attributed their failure to lack of ability, as opposed to lack of effort, than participants who were shown anger. The emotion, however, did not influence the students' scores on the cognitive test. This study underscores the potential relevance of teachers' emotions for their students and forms the bases of the research design for a second study which is currently in the data collection phase.

POS-3: Academic Motivation in Higher Education

Time: Tuesday, 28/Aug/2012: 10:30am - 11:30am · Location: 0.254

POS-3: 1

The role of public commitment in an academic context.

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The transition from secondary school to post-secondary education is a key moment in students' educational trajectories, as it requires them to make important study and career choices. In Belgium, while the access rate to higher education is about 56% for secondary education students, rate of failure of first year undergraduates is also quite high: 58.9% of the freshmen fail. Students who fail can start again their first year in the

same study program or change their study choice. Even if changing from one study program to another is very easy, 77% of the students who fail, do persist in their first study choice (ETNIC, 2008).

Therefore, we would like to understand why students keep engaged to studies they have failed and/or which may not suit them. One explanation could be found in public commitment. Indeed, making a public commitment towards a behaviour or a goal reinforces the person's commitment to this behaviour or goal (e.g. Debar & al., 2011; Nyer & Dellande, 2010). As a result, disengagement may become difficult.

Our research aims to investigate whether student's public commitment in their studies impact the way students engage or disengage. It will be tested among students with a traditional academic trajectory but also among students who fail and either, start again with the same choice of study program or either choose another one. As the research is on its preliminary stage, we will specifically focus in this paper on theoretical framework and browse the intended research design.

POS-3: 2

How are academic emotions related to learning outcomes in a lecture context?

Elina Ketonen, Kirsti Lonka

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Tuesday
Aim. This study explored the relationships between contextual academic emotions, challenge experienced in the task, sense of competence, self-study time, and study success on a student-activating lecture course. It was examined, what kinds of subgroups could be found to classify the participants according to their academic emotions, and how these groups differed in terms of invested self-study time and study success. Method. The participants (n=107) were Finnish first-year teacher students in an educational psychology lecture course. The data were collected by using a questionnaire that measured academic emotions, challenge experienced, sense of competence, and self-study time five days before the final examination. Study success was assessed on the basis of the course examination, calling for understanding and application. Correlations among variables were measured, a step-wise cluster analysis and two ANOVA tests conducted. Results. Interest, enthusiasm, sense of competence, and self-study time correlated positively with the grade awarded for the course. Three clusters (emotional profiles) were identified: engaged (36 %), unstressed (25 %), and anxious (39 %) student groups. Engaged students spent the most hours in self-study and received the best grades. Unstressed students were the least active in self-study and also achieved the lowest grades. Anxious students did not differ from the two other groups in terms of study success. Conclusions. Contextual academic emotions play a role in successful studying. Interest and sense of competence were decisive variables in terms of successful studying during a student-activating lecture course. It appeared that being engaged was better than remaining unstressed.

POS-3: 3

Stories of Self and Academic Motivation

Margaret E. Sanders

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In this project, I explore the role of identity in students' academic motivation, framing identity as narrative. For a self-story or narrative identity to feel coherent, past

educational experiences and present academic motivation must fit logically together. Thus, by examining how students explain their past academic experiences we may be better able to understand their current academic motivation. To explore this potential, I focus on students who are likely to have incorporated many educational experiences into their narrative identities—college seniors in an honors program who have also recently completed applications to graduate programs. I will invite these students to give three different "tellings" of their self-stories: the first and second in interviews, one before and one after they receive their admissions decision, and the third in the form of the personal statements they submitted as part of these applications. Collecting three versions of students' self-narratives will not only give me a richer picture of these students' narrative identities, but will also allow me to explore how these identities—and the goals and motivation they imply—change to accommodate students' admissions decisions. At the conclusion of this project, I anticipate a fuller understanding of these students' self-narratives, a better sense of how educational experiences shape these stories, and a clearer idea of how this narrative identity shapes students' goals. This richer perspective will contribute to the literature focused on identity and motivation, suggesting other processes to consider and other relationships to explore.

POS-3: 4

Who are the ones that put off what they hate doing? Task aversiveness and situation procrastination in procrastinators and non-procrastinators

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Task aversiveness plays an essential role in recent motivational explanations of procrastination (Steel, 2007; Steel & König, 2006). The concept of procrastination as regulatory failure presupposes that it is the inability to resist immediate temptations which prevents procrastinators from working on important, yet solely instrumental tasks which they find tedious and boring. An alternative perspective, however, would be that most college students, many of whom could be labelled "prototypical" procrastinators, do not enter a particular study programme for secondary purposes, but choose their subjects and courses freely and primarily out of interest. The effect of task aversiveness in chronic procrastinators should therefore be limited. To test this assumption, a group of college students of English (N=93), divided into procrastinators and non-procrastinators using Aitken Procrastination Inventory, gave information about how much time before the deadline they spent working on their own individual school tasks (written assignments or studying for tests) during the preceding exam period. After that, they indicated for each reported task their subjectively perceived level of procrastination, anxiety, and outcome quality, as well as the extent to which they found the task interesting or troublesome. Supplementary self-report measures of general attitude to academic tasks were also used. While there was no significant difference between procrastinators and non-procrastinators in any of the aversiveness scores used, positive correlations between task procrastination and task aversiveness were found mainly among non-procrastinators, especially concerning written assignments. This indicates that chronic procrastinators probably delay work on both interesting and troublesome tasks to a similar extent.

POS-3: 5

Validation of the MUSIC Model of Academic Motivation Inventory: A Measure of Students' Motivation in College Courses

Brett D. Jones, Gary E. Skaggs

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The purpose of this series of studies was to develop a self-report inventory that measures college students beliefs related to the components of the MUSIC Model of Academic Motivation (Jones, 2009). The MUSIC model consists of five key components (eMpowerment, Usefulness, Success, Interest, and Caring) that were derived from research and theory as ones that are critical to students' engagement in academic settings. The purposes of Study 1 were to develop the wording of the initial items and assess the content validity through student and expert evaluation. The purpose of Study 2 was to pilot test the items by administering them to 155 undergraduate students. The purpose of Study 3 was to conduct a field test, which was carried out with 338 undergraduates who completed an online questionnaire. The purpose of Study 4 was to compare the scores obtained from the MUSIC inventory to those in other scales that measure constructs similar to the MUSIC components and constructs that the MUSIC components have been shown to predict. Our analyses included exploratory and confirmatory factor analysis, classical item analysis, and the calculation of Rasch measurement scales. The final version consists of 26 items: five empowerment items, five usefulness items, four success items, six situational interest items, and six caring items. Results support the validity of scores produced by the MUSIC Model of Academic Motivation Inventory for use with college students. This inventory could be useful to instructors and researchers interested in assessing the effects of instruction on students' motivation.

POS-3: 6

Motivation, Learning Approaches and use of Self-Handicapping Strategies: Relations with Academic Achievement in Higher Education Students

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The present research aimed at analyzing the relationship between academic results and motivation in higher education students, as well as student's approaches to learning and the use of self-handicapping strategies. 552 higher education students participated in the study, coming from two high education institutions in Lisbon, 381 engineering's undergraduates and 171 psychology's undergraduates, their ages ranging from 18 to 58 years. The Motivational Orientation Scale (1997; Peixoto, Mata & Monteiro, 2008), the Motivated Strategies for Learning Questionnaire (MSLQ de Pintrich, Smith, Garcia & McKeachie, 1991; Melo, Gonçalves, Pile, Sá, & Carvalho, 2006) and the self-handicapping scale of Martin (1998; Borralho, 2005) were used to collect data about students' academic behavior.

The results seem to support the relationship between academic achievement and intrinsic motivation, task orientation, avoidance orientation, self-defeating ego orientation, self-handicapping strategies and deep learning strategies (elaboration and critical thought). Globally, we can assert that students' who use deep learning strategies (cognitive and metacognitive) more frequently, are task oriented and use self-handicapping strategies less frequently are more prone to academic success in higher education.

POS-3: 7

Rationality and Control in Academic Achievement Motivation

Ionut-Dorin Stanciu¹, Nicolae Nistor^{2,3}

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The role of one's appraisal of his or her own motivated behavior, together with the underlying cognitive factors, such as causal attributions, is firmly established. However, researches aimed at clarifying how the individual's irrational beliefs influence one's motivation, and what role the individual's sense of primary or secondary control play in this interaction are still scarce. We devised a transversal correlational study using data from 213 undergraduate students to develop a model using structural equations. The results show that mastery motivation correlates negatively with irrationality and positively with both primary and secondary academic control whereas performance motivation correlates positively with both irrationality and primary control. The model accounts for 26% of the variance in mastery orientation motivation and 11% of the variance in performance orientation. As a consequence for educational research, the model allows for a considerable extension of the Rational Emotive Behavior as well as for its feasible integration with the bi-processual theory of control into the field of academic achievement motivation. As a consequence for educational practice, the research provides educators with the necessary insight into manipulating irrationality and control in order to orient mastery and performance achievement motivation of their students.

POS-3: 8

Academically drowning: student academic disengagement at one American University.

Geoffrey L Collier

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Although the top American Universities and select colleges have become increasingly competitive, 90% or more of postsecondary students in the U.S. attend less selective institutions. A number of books have decried a decline in standards therein. One critical problem is that students do not study very much. Research has shown that students study on average 12-15 hours per week, about half of similar estimates from 30-40 years ago. This paper reviews pertinent evidence from one institution, South Carolina State University, an historically black institution of about 4500 students. Apparently, students are averaging only about 7 hours per week of study. Very few students are studying proactively on a regular basis, but instead, do virtually all work reactively, in response to an imminent deadline, frequently the next day. Other signs of general disorganization abound. Although numerous books and articles have been raising the twin issues of poor academic preparedness and academic disengagement, the body politic seems not to grasp the profundity of the problem. There has been great emphasis on increasing high school and college graduate rates (e.g. the Gates foundation) but without a concomitant awareness that these efforts, coupled with the parlous state of public funding, may be diminishing standards.

POS-3: 9

Factors That Impact Students' Motivation, Instructor Ratings, and Course Ratings in an Online Course

Brett D. Jones

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The purpose of this study was to (a) examine the relationships among psychological factors, sex, and extraversion in a large online course, and (b) determine which psychological factors best predicts men and women's effort, instructor rating, and course rating in a large online course. The MUSIC Model of Academic Motivation (Jones, 2009, 2010b) was used as a framework for this study because it consists of five components that have been derived from research and theory as ones that are critical to student engagement in academic settings, including: empowerment, usefulness, success, interest, and caring. Participants include about 500 undergraduate students who will complete an online questionnaire in the middle of an online "Drug Education" course. Instruments used to measure all of the constructs have been validated in prior studies. I will conduct a separate two-way ANOVA for each variable to determine whether there are differences for sex (females versus males), extraversion (extraverts, introverts, and ambiverts), or the interaction between sex and extraversion. I will use multiple regression to determine which of the MUSIC model components best predicts men and women's effort, instructor rating, and course rating. The results will help educators and administrators better understand some of the factors that are important in motivating students and that affect students' instructor ratings and course ratings in online college-level courses.

Tuesday

POS-3: 10

Influence of academic engagement on the relationship between social goals and academic achievement goals: A study of students' achievements

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This study we examine the relations between students' academic achievement goals, social achievement, goals students' engagement and exam grades. Engagement is related to students' effort to the extent to which they feels obliged to school-related activities (Skinner et al., 2009). It is expected that students that are both emotionally engaged (in relation to the teacher, fellow students and the subjects and the school) and behaviorally involved (involved in classroom activities, discussion and academic work outside hours) relates positive to approach-based goals, emotional disengagement (passivity, lack of inition, lack of effort) and behavioral disengagement (helplessness, coercion, exclusion and boredom) are expected to relate positive to avoidance-based goals (Elliot, Murayama & Pekrun, 2011; Fredericks et al., 2009; Ryan & Shim, 2006). Administered self-report questionnaire for first semester students (N=245) the results indicates that behavioral disengagement ($p < .02$) and emotional disengagement ($p < .005$) predicts students exam grades negatively when fully adjusted for gender, achievement self-avoidance, other-avoidance and social demonstration avoidance goal. Behavioral engagement ($p < .05$) are positive related to students exam grades when adjusted for gender, achievement task, self and other approach goals, and social development goals. Indicating that students who behave on-task, academic motivated and participants in class have an advantage also after controlling for achievement approach goals and

social development goals. The results indicate that students with emotional distancing or showing passive behavior perform poorly also when controlled for other achievements and social avoidance goals. Students how shows academic initiative in class and on tasks have an advantage before students how are not showing it.

POS-3: 11

Development of students' motivation and emotions over the course of their studies

Anja Gebhardt, Taiga Brahm

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The proposed study investigates students' motivation and emotions and their development over time. It is guided by the following research question: How do students' individual dispositions for learning (i.e. students' motivation and emotions) differ in the various phases of their studies? Although motivational and emotional dispositions have regularly been analyzed in previous studies, their level in different study phases has hitherto not been examined in the higher education context, particularly not with a larger sample.

To determine students' motivations and emotions, a written survey was carried out in autumn 2010 in three different European universities with 2171 students participating.

Results showed that both extrinsic as well as intrinsic motivation for studying in general are quite high in all study phases. Interestingly, extrinsic motivation to study is the only variable decreasing significantly over time. The study also illuminated that students' learning is mainly determined by positive emotions (hope) while negative emotions (fear, boredom) are of less importance. Boredom does not vary significantly whereas hope increases and fear decreases significantly over time.

One important implication of the study for higher education faculty and administration is to reduce fear in the first semesters since it is clear that these negative emotions interfere with academic success. The study adds to the theoretical discussions on motivation and emotions in learning by providing first insights into the development of students' individual dispositions in higher education.

PAP-01: Goal Orientation

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 251

Session Chair: Thea Peetsma, University of Amsterdam

PAP-01: 1

Dimensions of evaluation related goals in high school students

Mariana Almeida Amorim, Marina Serra Lemos

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During the last three decades, the achievement goal approach – which rests on the distinction between mastery goals and performance goals – has raised a strong interest among researchers. Accordingly, mainly because of the complexity of the results related to performance goals, an interesting debate has arisen in order to explore the various dimensions associated with this type of goals. From this debate several models have emerged, as well as different ways of conceptualizing and operationalizing goals.

In this study, we sought to clarify the dimensions within performance goals using Exploratory Factor Analysis and then correlational analysis between school adjustment variables and each goal found, to validate their differentiation. Participants were 483 high school (10th, 11th, and 12th grades) students who answered goal items assessing several goal dimensions: competition, self-presentation, and approach and avoidance tendencies. Results revealed four main types of evaluation-related goals: approach goals, avoidance goals, simple evaluation goals, and presentation to the teacher goals. Approach and avoidance apparently play a stronger role in organizing students' motivation than the self-presentation and competitive dimensions, with only presentation to the teacher (this type of goal emerged in the present study as empirically distinct) and simple evaluation goals overriding the valence dimension. Simple evaluation goals constituted the most relevant concern of students, supporting similar results previously found in the various levels of education within the larger project, from Faculty of Psychology in Porto, in which this study is included, reinforcing the importance of the inclusion of this type of goals in research on evaluation-related goals.

Tuesday

PAP-01: 2

Finnish students' achievement goal orientations and academic well-being during an educational transition: A longitudinal person-centered approach

Heta Tuominen-Soini, Katariina Salmela-Aro, Markku Niemivirta

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This study examined students' (N=579) achievement goal orientation profiles, profile differences in academic well-being (i.e., school value, school burnout, schoolwork engagement, satisfaction with educational choice), and temporal stability of these profiles across the transition to upper secondary education. Also, students' educational track (i.e., academic/vocational) after the transition was investigated as a function of change in goal orientation group. Following a person-centered approach, students were classified into homogenous groups with similar patterns of achievement goal orientation by means of latent profile analysis. Four groups of students were identified: indifferent, success-oriented, mastery-oriented, and avoidance-oriented. Indifferent and avoidance-oriented students showed less adaptive patterns of motivation and academic well-being than did mastery- and success-oriented students. Both mastery- and success-oriented students were engaged in studying and found their schoolwork meaningful, but success-

oriented students' stronger concerns with performance made them more susceptible to burnout. Motivational profiles were relatively stable across the transition; half of the students displayed identical profiles and most changes in the group memberships were directed towards neighboring groups. According to the results of configural frequency analyses, those students who stayed in the indifferent group across the transition were more likely than expected by chance to choose vocational track, while those who stayed in the success-oriented group were more likely to choose academic track. In conclusion, the results indicate that some students encounter declining motivation and different types of adjustment problems, while many students navigate through the transition without notable problems, and some even flourish and become increasingly motivated and engaged in studying.

PAP-01: 3

Longitudinal research on the reciprocal relations between students' goal-orientations, investment and achievement in maths

Thea Peetsma, Jaap Schuitema, Ineke van der Veen

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This study investigated the longitudinal reciprocal relations between students' goal-orientations, investment and achievement in maths. Students' mastery goals have been associated with better effort for school, while performance approach and performance avoidance goals often were associated with less effort and achievement. Investment for school may have a mediating role between students' goals and their achievement.

707 First year students in secondary education participated in the study (age 12 at the start). A self-report questionnaire was administered five times during the first two years in secondary education: September 2009 (start of the first year), February 2010, September 2010 (start of the second year), February 2011 and June 2011 (end of second year). All items in the questionnaire were rated on 5-point Likert scales.

The questionnaire included scales to assess students' mastery, performance approach, and performance avoidance goals in maths and their investment in maths. The school provided students' grades for maths.

The results from cross-lagged auto regression analyses indicated that especially students' investment for maths is related to their achievement in maths. Also reciprocal effects of the maths score in the first school year on the investment for maths in the second year have been found. Mastery goals for maths and performance approach goals for maths seem to be related to maths achievement which was not the case for performance avoidance goals. Also, mediation of school investment between goal-orientations and maths achievement has been found.

PAP-01: 4

The Pivotal Role of Effort Beliefs in Mediating Implicit Theories and Goals & Motivations

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Empirical studies into meaning systems surrounding implicit theories of intelligence typically entail two stringent assumptions: that different implicit theories and different effort beliefs represent opposite poles on a single scale, and that implicit theories directly impact the constructs of motivational and goal orientation type (see e.g. Dweck, 1999, 2002; Dweck & Master, 2008; Dweck & Leggett, 1988; Dweck & Molden, 2005; Molden & Dweck, 2006; Plaks, Levy, & Dweck, 2009). Few studies, however, put these assumptions explicitly to test. And where bivariate relationships between related constructs are incorporated, these are in general too weak to suggest the consolidation into a single construct. This refers both incremental and entity positions (Chen & Pajares, 2010; Elliott & McGregor, 2001), and negative and positive effort beliefs (no published empirical studies).

Through a empirical study based on 4594 first year business and economics students in a problem-based learning program, we demonstrate that relieving these stringent assumptions, and thereby using the meaning system framework to its full potential, provides strong benefits: effort beliefs are crucial mediators of relationships between implicit theories and goal orientation and achievement motivation, and the different poles of implicit theories and effort beliefs do expose different relationships with goals and motivations. Structural equation modeling is applied in deriving these outcomes. Instruments used are Dweck's (1999) Theories of Intelligence Scale, Dweck's (1999) and Blackwell's (2002) measures of Effort beliefs, Grant and Dweck (2003) instrument for learning and performance goals, and the Academic Motivation Scale (Vallerand et al., 1992).

Tuesday

PAP-02: Higher Education

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 254

Session Chair: Taiga Brahm, University of St. Gallen

PAP-02: 1

Students' Withdrawal Rate and Course Grades in In-person and Online Courses

Joan H. Rollins, **Katelyn E. Paquin**

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The purpose of this research is to investigate relationships between online college courses and in-person courses with regard to student course completion rate and course grade averages. The personality characteristics of introversion, conscientiousness and self-regulation were also examined in relation to performance in online and in-person classes. This study was based on an integrative theory of self- and social regulation in learning contexts, that self-regulation and coregulation systems operate as collaborative learning (Volet, Vauras, & Salonen, 2009).

A two-tailed t-test for independent samples found no significant difference between the course GPAs of students in the online or in-person courses. In the Social Psychology

course, 20 students from an enrollment of 93 students withdrew from the online course, compared to 15 students who withdrew from an enrollment of 190 students in the lecture course. The results of a Chi square test comparing the withdrawal rate of students in the lecture and hybrid Social Psychology course was statistically significant ($p > .001$). In the Finance in-person class one withdrew and two withdrew from the online course. Students are much more likely to withdraw from a large online course than from a large lecture course. No significant differences were found, however, between personality characteristics and GPA. This was probably due to the fact that the questionnaires were administered at the end of the semester, after students who withdrew from the courses had done so.

PAP-02: 2

Are Business School Students' Only Determined by Extrinsic Motivation? First results of a longitudinal study

Taiga Brahm

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The proposed paper aims to investigate the longitudinal development of students' motivation over the first year of their studies at a business school. The study tackles the following core research questions: How do first-year university students' intrinsic, extrinsic, and task motivation vary over time? Which (motivational) factors are related to students' confidence in academic success? Although motivational dispositions have been analyzed extensively in previous studies, their longitudinal development has hitherto not been examined in the higher education context.

This longitudinal study is conducted at the University of St. Gallen in Switzerland. The current sample includes 410 first-year students who have already been surveyed twice (out of three survey dates) and who are representative of the first-year student population.

Results show that prior to their studies, students were motivated most by intrinsic factors, however, extrinsic motivation was also quite high. While extrinsic motivation has remained stable over the course of the first semester (4 months), intrinsic motivation, task motivation and self-efficacy have declined significantly. In addition, we found that extrinsic motivation is related to the students' expected study performance.

The study contributes to motivation theory by providing further insights into the development of motivation over time. Furthermore, the study suggests that factors influencing students' motivational development, e.g. positive emotions during learning, should be taken into account when designing courses and study programs in higher education.

aa Abstracts aa

PAP-02: 3

Student Engagement in the Final Dissertation: An Integrative View

Serge Dupont¹, Benoît Galand¹, Frédéric Nils²

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Theoretical assumptions about student engagement claim that the social context promotes people's self-perceptions, which, in turn, influence their engagement in a learning task (Skinner, Furrer, Marchand, & Kindermann, 2008; Skinner, Wellborn, & Connell, 1990). The present study aimed (1) to test a theoretically-based model including the extent to which the social context provides structure, warmth and autonomy support, the students' self-perceptions of being autonomous, related and competent, and behavioral, cognitive and emotional student engagement (previous studies based on this theoretical assumption have focused on behavioral and emotional student engagement) and (2) to test this model in the context of the completion of the final dissertation during the last year at university (a less constrained context than those previously investigated at high school). Three hundred and thirty one participants in the last year at the university completed a self-reported questionnaire tapping the targeted variables. Structural equation modeling (SEM) analysis revealed that the social context predicted participants' self-perceptions of being autonomous, competent and related, which in turn predicted better behavioral, cognitive and emotional engagement. Cognitive engagement was independently predicted by the three participants' self-perception scales, and indirectly by the different facets of the social context.

Tuesday

PAP-02: 4

The Impact of Motivation and Cognition on Conceptual Change

Gita Taasoobshirazi, Gale Sinatra

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A model of conceptual change in physics was tested on introductory-level, college physics students. Structural equation modeling was used to test hypothesized relationships among variables linked to conceptual change in physics including motivation, personal relevance, need for cognition, and course grade. Conceptual change in physics was established using gains from pre to post administration of the Force Concept Inventory. Results indicated that need for cognition and personal relevance had a significant influence on motivation. Motivation influenced change scores on the Force Concept Inventory both directly, and indirectly, through final course grade in the class. Finally, course grade directly influenced conceptual change. The implications of these findings for future research and developing students' conceptual change in physics are discussed.

PAP-03: Self-Determined Teaching

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 311

Session Chair: Bodil Stokke Olaussen, University of Oslo

PAP-03: 1

Teachers' motivational orientations and instructional behaviors: The moderating role of the school context

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In the present study we examine the relationship between teachers' motivational orientations and their instructional behavior under a contextual perspective. According to the self-determination theory (Deci & Ryan, 2000) contexts that support people's psychological needs for autonomy, competence and relatedness foster beneficial motivational orientations which in turn lead to effective behaviors. In addition to a direct relationship between contextual variables and teachers' motivational orientations, indirect relations are also likely. Following a person-context interaction approach, the role of the context is not generic but may be dependent on individual characteristics. Therefore, the interaction between teachers' motivational orientations and their school context might be decisive for teachers' instructional behavior. We hypothesize that motivational orientations are positively related to instructional behavior only when the school context fits teachers' needs. In a cross-sectional questionnaire study, 155 teachers rated their self-efficacy and enthusiasm and to what degree their school contexts supported their basic needs. As indicators of teachers' instructional behavior students rated the quality of the teacher-student relationship. Bivariate correlation analyses between teachers' need support, their motivational orientations and the teacher-student relationship show small or non-significant positive correlations. Moderated regression analyses, however, yielded significant interactions between the perceived need support and motivational orientations. Teachers who feel supported by the school context and at the same time have high self-efficacy beliefs or high enthusiasm show positive teacher-student relationships. Teachers with high motivation but with a negative perception of the school context interact less positively with their students. The educational significance of the findings will be discussed.

PAP-03: 2

Teachers' intrinsic motivation and basic psychological need satisfaction: the influence of transformational leadership and participative decision making

Andrea Klaeijisen, Marjan Vermeulen, Rob L. Martens

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Within the Self Determination Theory (SDT; Deci & Ryan, 1985), three basic psychological needs are considered to be essential to all people in all stages of life. Environments that support these three basic needs – the need for competence, for autonomy and for relatedness – stimulate intrinsic motivation for an activity.

Research based on SDT has been done in several domains, including in the context of education and of work. However, relatively little is known about the degree in which teachers consider the environment they're working in to support their basic psychological needs and about how this effects their intrinsic motivation for their profession.

aaaaaaaaaaaaaaaaaaaaaaaaaaaa Abstracts aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa

In this paper we present the results of a quantitative study in which two aspects of the working environment of teachers were taken into account: transformational leadership and participative decision making. The aim of this study was to gain more insight in the way transformational leadership and participative decision making influence the fulfillment of the basic psychological needs and the intrinsic motivation teachers experience in their job. In the Netherlands 2385 teachers have successfully completed an online questionnaire, partly based on SDT instruments. Based on a first analysis of the results, it seems that this study confirms that basic need satisfaction contributes to intrinsic motivation. It also appears that transformational leadership and participative decision making each relate to the three basic psychological needs. Further analysis is necessary to find any significant interactions between the scales used in this study.

PAP-03: 3

Teachers' motivation style: A possible transmission to their students?

Bodil Stokke Olaussen

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The aim of this study was to explore if students taught by autonomy-supportive teachers, were more supportive in dialogs with their peers during group work, than students taught by a controlling teacher. The study is based on self-determination theory.

This study is part of a larger classroom research project designed as a multiple case study with embedded units of analysis (Yin, 2009). It is a qualitative, video-based observational study conducted in seven classrooms in the early grades. The classroom teachers are defined as the cases and the students' dialogs during group work as embedded units of analyses. Two contrastive cases, one autonomy-supportive and one controlling teacher, were selected for in depth analysis of their students' dialogs. The soft-ware Videograph (Rimmele, 2002) and transcriptions of students' communication were used in the analyses of five randomly selected group work dialogs in each context. Replication was used to strengthen external validity.

The results show that only 15 % of the coded time between students in the controlling context is characterized as autonomy-supportive. In contrast, 39 % of the students' communication during group work in the supportive classroom context is characterized as supporting autonomy. The trends in these results are replicated using two other contrastive cases.

To conclude, it seems as the students are modeling their teachers' motivation style. To understand a possible transmission from teacher-student to student –student support is important for capturing what really fosters a supportive dialectic classroom context for motivation and learning. Further replication of these results is needed.

PAP-03: 4

Effects of Teachers' Autonomy Support on Early Adolescents Motivation: A Review of the Literature

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In the current review we analyze the corpus of research on the relationship of teachers' autonomy support with early adolescent students' motivation and engagement. We focus our paper on the period just after the transition towards secondary education, because this is known to be a period in which for many students motivation for school declines. We investigate to what extent the theoretical claim that teachers' autonomy support is

especially important in this period, is supported by empirical evidence. Based on a systematic search of the literature we selected 12 empirical studies that were conducted since 1990. The results unambiguously indicate a positive association between teachers' general level of autonomy support and students' motivation and engagement. Evidence concerning the importance of specific dimensions of teachers' autonomy support is, however, not as conclusive. Specifically, evidence concerning the association between teachers offering choice versus being controlling is mixed, whereas studies concerning the dimensions of fostering relevance versus forcing meaningless activities and showing respect versus disrespect are scarce. In conclusion, the results are promising in showing a positive association of teachers' autonomy support with students' motivation and engagement. Further research remains necessary however.

PAP-04: Elementary School

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 454

Session Chair: Birgit Spinath, Heidelberg University

PAP-04: 1

Associations among perceived teacher affective support, emotional, and motivational variables in elementary school classrooms: The role of gender and grade level

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Research emphasizes the need for assessing the relations among affective learning environments and students' functioning in schools (Turner, Meyer, Midgley, & Patrick, 2003). An increasing number of studies have pointed to the importance of psychosocial factors on students' cognitive, motivational, and behavioral functioning in classrooms (Malecki & Demaray, 2003; Osterman, 2003; Sakiz, 2012). The purpose of the present study was to explore whether the associations among perceived teacher affective support, sense of belonging, academic enjoyment, academic hopelessness, academic self-efficacy, and behavioral engagement differ by gender and grade level in Turkish elementary school science and technology classrooms. There has been attitude and achievement related problems in science classrooms in Turkey for long years (Özden, 2007). While there has been some slight improvements since 2003, Turkish students still score lower than many of their international counterparts. Potential determinants of this problem need to be addressed. In the current study, a self-report survey was administered to 633 fourth- and fifth-grade students in eight public elementary schools. Structural equation modeling was used for data analysis. Findings point to the importance of building affectively supportive learning environments in elementary school science classrooms to improve emotional, motivational, and behavioral functioning of young students regardless of gender and grade level.

PAP-04: 2

Students' ability to self-regulate learning and their perception of tasks in science education

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Science education in primary school seeks to teach methods of scientific inquiry, increase knowledge in science domains as well as encourage students' interest in science topics. This study investigates the influence of features of task in an activity-oriented learning setting on the topic of climate and climate change on children's interest. Three hundred and eighty students from grade 4 to 6 visited the activity-oriented learning space for the duration of a half-day. Prior to their visit, interest in science topics and goal orientation were assessed. During their visit, students were free to choose from 30 different tasks. There were three types of tasks: problem-oriented with only the problem given; problem-oriented with some suggestions added or problem-oriented with a step-by-step instruction. Preliminary findings suggest that students with learning goals are more positive about the tasks in general. Further analysis will show whether there are interaction effects for individual differences and features of task. The insights of this study are relevant for the provision of effective learning environments for primary school students in the natural sciences.

PAP-04: 3

Early Causal Ordering Among Competence Beliefs and Achievement: An Investigation of Potential Changes in Direction and Gender Differences

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To understand the emergence and development of students' academic self-concept and related gender differences, it is necessary to investigate the interplay of early achievement feedback and competence beliefs with longitudinal designs that allow for inferences about causal ordering. In the present study, it was investigated whether during the elementary school years a) a change takes place in the predominant direction between achievement and ability self-concept (from mere skill-development to stronger self-enhancement effects; Calyns & Kenny, 1977) and b) whether these processes are different for boys and girls. A sample of N = 542 German 2nd grade students (M = 7.95 years, SD = 0.58) was followed over one year with four measurement occasions. Boys reported more favorable competence beliefs in math although their grades were not better. Cross-lagged panel analyses showed a diminishing impact of prior math achievement on later competence beliefs and a growing influence of prior competence beliefs on subsequent math grades. Multi-group analyses revealed that these processes were invariant across gender. Findings are discussed with regard to their implications for developmental theories and their educational relevance.

Tuesday

Does perceived competence mediate the impact of formative assessment on students' intrinsic motivation?

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Formative assessment refers to eliciting evidence of students' understanding and using the information to provide feedback and adjust teaching. Empirical studies show that formative practices can be effective in fostering students' achievement and intrinsic motivation; however, studies examining the mechanisms underlying these effects are scarce. Drawing on Deci and Ryan's self-determination theory, we hypothesize that the adaptive quality of formative assessment fosters students' perceived competence, which in turn promotes intrinsic motivation. In the present study, we seek to investigate this mediation hypothesis. Our analyses base on a subsample of the IGEL-project, a cluster randomized, controlled trial in German primary school science lessons. N = 28 teachers were either trained in realizing formative assessment (treatment group, n = 17) or in parental counseling (control group, n = 11). Teachers then taught the topic of floating and sinking in their classrooms, the teachers in the treatment group implementing formative assessment. We assessed students' intrinsic motivation and perceived competence before, during (post1) and after the intervention (post2). Multilevel mediation analysis supported our hypothesis. We found significant indirect effects of formative assessment on perceived competence at post1 and from perceived competence on intrinsic motivation at post2 (total indirect effect: $\beta = 0.17^*$, pes = 0.04). Controlling for these indirect paths, the previously significant direct effect of formative assessment on motivation was no longer observed. Thus, our results indicate that the effect of formative assessment on motivation is mediated by perceived competence. Further analyses using multilevel SEM and controlling for pretest scores are planned.

PAP-05: Teacher Motivation

Time: Tuesday, 28/Aug/2012: 1:30pm - 3:00pm · *Location:* 457

Session Chair: Einar M. Skaalvik, Norwegian University of Science and Technology

PAP-05: 1

Motivational Profiles of Pre-service Teacher Students: A Comparative Study Between Austria and China

Almut Elisabeth Thomas¹, Chen Chen², Florian H. Müller³, Gabriele Khan¹

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Self-determination theory differentiates between autonomous and controlled types of motivation, which both influence students' learning engagement. In the present study a person-centered approach was adopted to identify and compare the motivational profiles of pre-service teacher students from Austria (n = 391) and from China (n = 267). First, we applied a latent class analysis and checked whether a four-class solution as suggested by Vansteenkiste et al. (2009) was adequate for both, the Austrian and the Chinese sample. Second, we described the latent classes and compared the proportions of class membership of both samples. It was found that a 4-class solution was supported for the Austrian as well as the Chinese sample. Analysis showed that most pre-service teacher students of both countries are motivated autonomously. However, there were significant differences in the general level of motivation as well as in the proportion of class memberships between the two cultures.

Tuesday

PAP-05: 2

How motivation to become a teacher affects preservice teachers' academic achievement: Relationships between motivation for becoming a teacher, commitment, teaching self-efficacy and academic achievement

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This study focuses on the shortage of secondary school teachers in the Netherlands. We assume that the motivation for becoming a teacher is essential for retention during teacher education. Our goal is to investigate whether the motivation for becoming a teacher is related to commitment to the teacher training programme.

We combined perspectives from three theories, namely on the motivation for becoming a teacher, on professional commitment and on teacher self-efficacy. Watt & Richardson specified a theory on motivation for becoming a teacher. This theory consists of five constructs that are important to the decision to become a teacher: prior teaching and learning experiences, perceptions of the task, perceptions of one's abilities, values, and teaching as a fallback career. Meyer et al., distinguished three factors of professional commitment: 'affective commitment', 'normative commitment', and 'continuance commitment'. Friedman and Kass distinguished classroom teaching self-efficacy and school teaching self-efficacy. We assumed that the motivation for becoming a teacher was related to retention in the teacher education program, through commitment and teacher self-efficacy

82 university-based pre-service teachers completed our questionnaire. Retention was measured in terms of academic achievement after 12 months. The analyses indicated that teaching ability was an important motive. Furthermore, perceptions of the task were

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positively related to commitment, whereas values were also related to teaching self-efficacy. The motive fallback career had negative relationships with commitment and teaching self-efficacy. We finally found that affective commitment was positively related to achievement, whereas normative commitment was negatively related to achievement.

PAP-05: 3

Psychological well-being and engagement among teachers: associations with social relations, self-efficacy, and feeling of belonging

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The purpose of this study was to test how teacher self-efficacy as well as teachers’ social relations at the workplace (relations with colleagues, parents, and the school principal) was related to their feeling of belonging, engagement, and psychological well being. The participants in the study were 2569 Norwegian teachers. Psychological well being was indicated by three scales: (a) Negative affect, anxiety and depression, (b) Emotional exhaustion, and (c) Psychosomatic responses. Other study variables were measured with well established scales, for instance the Utrecht Work Engagement Scale and the Norwegian Teacher Self-Efficacy Scale. Data were analyzed by means of structural equation modeling for latent variables (SEM). We tested a theoretical model with the three social relation variables as exogenous variables predicting self-efficacy directly and belonging, well being, and engagement both directly and indirectly, through self-efficacy. The empirical model had acceptable fit to the data. Social relations with colleagues, parents, and the school principal were strongly related to self-efficacy and belonging, which again predicted well being and engagement. The findings underscore the importance of building positive social relations at the workplace and indicate that the associations between social relations and well being as well as engagement are mediated through belonging and self-efficacy.

PAP-05: 4

Early Career University Teachers’ Motivation and Feeling of Responsibility

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Teacher motivation has become a significant area of research in teaching and teacher education, focusing on many factors that influence a person’s motivation to pursue a career in teaching, more specifically to enter, leave or stay the profession. While most of the studies focus on schoolteachers, teachers in higher education have been left somewhat disregarded. Thus, this study investigates early career university teachers’ motivation, specifically focusing on their personal goals for teaching as opposed to their goals as a researcher. Results show that university teachers focus on their research and qualification rather than teaching and furthermore view their teaching as a means to an end. This view might result in or be caused by the finding of this study that beginning university teachers rate their teaching skills on an average level and feel less responsible for student motivation and achievement rather than for teaching and establishing relationships with their students.

PAP-06: Self-Determined Motivation in University

Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · Location: 251

Session Chair: Barbara Hanfstingl, University of Klagenfurt

PAP-06: 1

Differences in basic psychological needs of university students

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The study aims to investigate the relationships between the university students' basic psychological needs and their level of personal growth initiative, proactive attitude, perception of autonomy in life and learning experience (year of study).

Participants in the research were 550 university students at the Faculty of Psychology and Educational Sciences, Bucharest, Romania, 270 in the 1st year and 280 in the 2nd year of studies, 478 females and 72 male, aged 18 to 58 years ($M=24.64$, $SD = 7.40$). Data were collected with four self-rating questionnaires assessing the approached constructs. The main assumption of the research was that the students' basic psychological needs are strongly associated with their involvement in developing as a person, with their belief in their potential to improve oneself and with their perception of autonomy in life and that these variables will interact with the students' learning experience in order to differentiate comprehensible patterns of their psychological needs. Correlational analyses revealed that the measured characteristics are significantly positively related with the needs for autonomy and competence ($r=.45$ to $.65$, $p < .001$) and negatively with the need for relatedness ($r= -.29$ to $-.48$, $p < .001$). Multivariate analysis of variance identified two patterns of basic psychological needs according to the presumed interactions [$F(2, 484) =$ from 2.62 to 22.15 , $p =$ from $< .001$ to $.04$, partial eta squared from $.02$ to $.20$]. The research's results will be discussed from the perspective of their contribution to the development of counseling programs in the university environment.

Tuesday

PAP-06: 2

Does the quality of dispositional motives matter for an autonomous versus controlled motivation and effective learning strategies?

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Motive dispositions instigate people in wanting certain types of natural incentives more than other types and this match of "wanting" and "having" lead to optimal human functioning (Sheldon & Schuler, 2011). Indeed, as Sheldon and Cooper (2008) have recently shown, the motive of need for achievement relates to autonomous motivation which in turn relates, among others, to higher well-being. In the present research, we investigated not only the relation of need for achievement but also the relation of fear of failure with autonomous versus controlled motivation and additionally, the relation of both motive dispositions and autonomous versus controlled motivation with students' learning strategies and cheating. In two studies with Greek (Study 1) and Belgian (Study 2) university students ($N = 440$; 90.9% females and $N = 283$; 47% females, respectively), we found through SEM analysis that need for achievement was positively related only to autonomous motivation whereas fear of failure was positively related only to controlled motivation, giving support to the proposition that motive dispositions instigate individuals' certain types of incentives. Concerning the learning outcomes, need for achievement related positively, either directly or via autonomous motivation, to learning strategies,

whereas fear of failure related negatively, either directly or via controlled motivation, to learning strategies and positively to cheating. These findings give some evidence that the relation of fear of failure with controlled motivation doesn't lead to optimal learning functioning and, from this point of view, the quality of motive disposition revealed as a decisive aspect of students' motivation in learning.

PAP-06: 3

Motivational profiles and academic commitment in French university students

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This study investigated the relationship between academic motivation and academic commitment in French university students. According to Self-Determination Theory (SDT, Deci & Ryan, 1985, 2002), motivational implications in academic commitment were explored. The three-dimensional model of academic commitment was applied (Braut-Labbé & Dubé, 2010). This model characterizes the academic commitment with three dimensions: affective (enthusiasm), behavioral (perseverance) and cognitive (ability to reconcile positive and negative aspects of commitment). The aim of this study was to clarify the links between academic motivation and academic commitment, with an alternative statistical method.

217 French university students were recruited, with a mean age of 20.49 (SD= 3.67). The motivation was assessed with the academic motivation scale (Vallerand et al., 1992). Academic commitment was evaluated with the academic commitment scale (Braut-Labbé & Dubé, 2010). Cluster analysis on academic motivation was chosen because it allows to bound natural groupings within data and to determine motivational profiles within the sample of the study. Then, ANOVA was performed in order to compare these groups with distinct motivational profiles on their commitment scores. First, results revealed that the different forms of motivation are significantly associated to global academic commitment scores and their subscales. Second, cluster analysis results have supported a solution in three motivational profiles. In final, different relationships of these motivational profiles with academic commitment and subscales were found. These results allowed to confirm the role of motivation in academic commitment, and induced practical implications and interventions to obtain a better academic environment that supports the students' commitment.

PAP-06: 4

The quality of self-determined learning motivation in two educational settings – a person-centered approach

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Self-determination theory (SDT) (Deci & Ryan, 2002) allows a differentiated analysis of the qualities of motivation distinguishing autonomous and controlled forms of regulation. Previous studies in education mostly investigated the relation between autonomous vs. controlled motivation, need satisfaction and learning outcomes applying a variable-centered approach. In contrary to this approach the both present studies identify personal profiles of motivational regulation styles and examine how these clusters are

associated with the perceived learning environment and learning outcomes. The participants in study 1 were 4,417 students from all types of compulsory secondary schools. In study II the questionnaires were administered to 1,625 university students. Results of both studies revealed the presence of a four-cluster solution, reflecting different levels of autonomous and controlled learning motivations. A cross validation of the clusters revealed high Cohen's kappa coefficients. The results indicate slight differences in the type structure of school and university students. Findings generally favored the both high quality motivation clusters displayed the most optimal learning pattern and scored highest on perceived need-supportive learning environment, relevance, teachers' enthusiasm as well as on achievement. Overall, these findings point out (1) that cluster analysis is useful in the understanding of the complex relationship between learning motivation, learning environment and outcomes and (2) that the quality of motivational clusters can thoroughly differ according to settings.

PAP-07: Interest

Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · *Location:* 254

Session Chair: Doris Lewalter, TUM

PAP-07: 1

Mandatory course enrollment and its influence on interest

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Within educational settings students are typically forced to engage with certain subjects by means of mandatory course enrollment irrespective of their interest level. As mandatory course enrollment can be construed to have positive as well as negative effects on students' interest, the purpose of this study was to investigate this issue empirically.

To this end, we examined changes in student reported interest in science subjects after the introduction of a mandatory course enrollment for basic courses in these subjects in upper secondary schools in the German state of Saxony. Using a quasi-experimental design, student reported interest in physics, chemistry and biology before (Cohort 1: N = 2125) and after (Cohort 2: N = 1116) the introduction of a mandatory course enrollment were compared.

Results for mean differences showed no statistically significant differences for the overall sample, but significant decreases in mean interests were found for two of the three subjects when considering course level (basic vs. advanced). Standard deviations also decreased statistically significantly for two of the three subjects in the overall sample as well as by course level. Findings, thus, indicate that mandatory course enrollment can affect students' interest negatively. Future research should investigate processes potentially influencing the decrease in interest related to mandatory course enrollment.

Tuesday

the heterogeneity of students' perceptions and associated learning outcomes. Results also point to the necessity of gender-sensitive teaching strategies in mathematics classes.

PAP-07: 4

The usefulness of latent profile approaches to analyze the relation between emotional experiences and different stages of interest development

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The aim of the paper is to analyze the relation between students' experiences of autonomy, competence, and relatedness and different stages of interest in mathematics classes using Latent Profile Analysis (LPA).

The underlying theoretical framework is the Four-Phase-Model of Interest Development (Hidi & Renninger, 2006). In line with the model, two types of interest are distinguished: Situational and individual interest. In our study, the situational interest is further separated into two stages: SI-Catch and SI-Hold. The paper analyzes the role of the students' perceived support of their needs for autonomy, competence, and relatedness in predicting the level of their situational (Catch/Hold) and individual interest.

Selected results from a quantitative study conducted with N=951 German 8th grade students from N=38 classes are presented. Within the study, new scales were developed to measure the situational interest of the students and their emotional experiences. The data analysis addressed two goals: From a conceptual point of view, it is analyzed in how far the distinct stages of interest are uniquely influenced by the different dimensions of the basic needs. Methodologically, the expected influence of the different basic needs is modeled simultaneously by applying a LPA. Following that approach, homogeneous subgroups of students who have similar profiles for the multiple dimensions of the basic needs are identified. Secondly, these profiles are related to the students' situational and individual interest. The results e.g. show that students who at the same time feel autonomous, related, and competent have higher levels of situational and individual interest.

Tuesday

PAP-08: Goal Orientation in School

Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · *Location:* 311

Session Chair: Natalie Fischer, German Institute for International Educational Research DIPF

PAP-08: 1

Differences in students' school motivation: A multilevel latent class modelling approach.

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In this paper, multilevel latent class analysis is used to classify students into meaningful clusters as regards their school motivation. Using an achievement goals perspective, our main aim was to identify different 'types' of students and to investigate whether students adopt one or more goals simultaneously. To our knowledge, this is an unexplored area in the field of school motivation studies in secondary education. The study included a

sample of 1,434 9th grade students from the Netherlands. The data used were collected as part of a large-scale longitudinal study in secondary education, the so-called COOL5-18 project. We used the Inventory of School Motivation of Ali and McInerney (2004) to measure students' school motivation, including the four dimensions performance, mastery, social, and extrinsic motivation. Based on their scores on these dimensions, students were categorized into clusters of students with similar response patterns. The multilevel latent class analysis suggested that a 6-cluster solution fitted the data best. We observed that some students were either mastery-oriented or performance-oriented, but also that many students adopted several achievement goals simultaneously. The latter students had consistent response patterns across the four motivation dimensions. In the final paper, the students from different clusters will be compared with regard to their background characteristics and their educational attainment to find out which clusters of students are more (or less) successful in education than others.

PAP-08: 2

Extracurricular Participation and the development of learning goal orientation in adolescence: The impact of school-quality

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This research aims to combine models of motivational development in adolescence and school-effectiveness research. Effects of extracurricular participation at school on the development of learning goal orientation are investigated. Empirical studies often find a decline of school motivation throughout adolescence. Based on the stage-environment fit approach and on a large body of empirical evidence school-based extracurricular activities are supposed to be settings that provide special opportunities to enhance motivation, thus protecting students against a motivation decline. Only recently researchers started to include quality features of extracurricular activities in theoretical models and evaluations of after-school program effectiveness. However, these measures usually rely on student perceptions. This paper adds to former research in focussing individual development of learning goal orientation based on extracurricular participation including process-quality of extracurricular activities (namely participation, challenge and social support) as a quality feature at school-level. Analyses are based on a subsample of the German "Study on the development of all-day schools". 2554 students from 98 schools filled in questionnaires in grade 5, 7 and 9. Quality of extracurricular activities was assessed from more than 6000 students of the same schools at the first measurement point – the aggregated measures are included as predictors at school-level in a three level HLM-model including school-level, student-level and time. Cross-level interactions are analyzed to examine the influence of extracurricular participation on the development of learning goal orientation as a function of school-quality. Results show that effects of extracurricular participation on the development of learning goal orientation are dependent on school-quality.

PAP-08: 3

School goal structure: associations with students' perception of teachers, academic self-concept, intrinsic motivation, effort, and help seeking behavior

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The purpose of this study was to test how students' perception of the school goal structure was related to their perception of the teacher-student relationship. We also tested how school goal structure, directly or indirectly through students perception of the teacher-student relationship was related to students' academic self-concept, intrinsic motivation, effort, and help seeking behavior. Participants in the study were 8971 students from 4th to 10th grade in one county in Norway. All students from 4th to 10th grade in 22 out of 25 municipalities in the particular county participated in the study. Data were analyzed by means of structural equation modeling for latent variables (SEM). Latent variables indicating learning and performance goal structure were negatively, but weakly related. Learning goal structure was strongly related to students' perception of the teacher-student relationship. It was also positively and directly related to academic self-concept, intrinsic motivation, effort, and help seeking behavior. Additionally, learning goal structure was indirectly and positively related to academic self-concept, intrinsic motivation, and help seeking behavior, through students' perception of the teacher-student relationship. Performance goal structure was negatively, but weakly related to students' perception of the teacher-student relationship, but was not significantly related to any of the other variables in the study. The pattern of relations was the same for elementary students (4th through 7th grade) and middle school students (8th through 10th grade). However, some of the relations were stronger for middle schools students than for elementary school students.

PAP-08: 4

Costs of Neo-Liberal Capitalist Values in Education: Social-Approval Seeking, Performance-Approach Goals and the Condoning of Cheating

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The 2008 economic crisis has fuelled reflection about the relations between neo-liberal capitalist values of self-interest and competition with others. School being a vehicle of socialization for life, the aim of this research is to analyze, by means of an integrated, hierarchical model, the relations between student adherence to self-enhancement values of power and achievement, the individual-level equivalent of the neo-liberal ideology, and the condoning of cheating. Results of three studies (N = 1,277) using mediation analysis and structural equation modeling revealed firstly that student adherence to self-enhancement life-goals predicted the adoption of achievement goals focused on outperforming others, namely performance-approach goals and this value-goal relationship was mediated by the motivation to gain social approval. Secondly, adherence to self-enhancement values was found to predict the condoning of cheating, namely the viewing of cheating as relatively acceptable, and that this relationship was mediated by performance-approach goals.

Contextual influences have been shown to have a significant impact on norms. Consequently, a fourth, study (N = 477) was run to test the hypothesis that self-enhancement values should predict condoning of cheating more in a condition in which a

being). The teacher questionnaires included teacher perceptions of constructivist teaching practices (i.e., authentic learning, collaborative learning, and focus on self-regulation). Also, the teachers rated each student on effort at each measurement. Achievement scores on national tests were obtained from the school records. Results showed that students' perceptions of autonomy support did not relate to developments in achievement, but related positively to developments in motivation, especially for boys. Teacher perceptions of constructivist teaching practices showed both negative and positive relations with developments in motivation and achievement, with differences across groups. In sum, results showed that relations between the learning context and developments in motivation and achievement varied for different aspects of motivation and across different groups of students.

PAP-09: 3

The dynamic fluctuation of situated motivation and emotion.

Frea Waninge

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In this paper I argue for a dynamic approach to motivation and emotion, or, the affective precursor of behaviour, in a classroom environment. In the past two decades, the study of complex dynamic systems (DS) has gained importance as a research paradigm in the social sciences (e.g. Davis & Sumara (2005) on complexity in education, and Van Geert (1998) in developmental psychology). The dynamic approach has also become prominent in the study of Second Language Acquisition (e.g. Verspoor et al, 2008; Larsen-Freeman & Cameron, 2008) and researchers have adopted a dynamic and situated approach in studying motivation in language learning (e.g. Dörnyei & Ushioda 2009, Campbell & Storch 2011)

This paper reports on a classroom oriented investigation conducted within a DS framework, focusing on the development and variability of motivation in the classroom, and its strong link with emotion. Language education is an emotionally highly loaded subject, and therefore language learning cannot be studied without accounting for affective issues.

Four secondary school students participated in the project, reporting on their motivation every five minutes during their language class. The results suggest that their perception of the affective domain is quite undifferentiated, with emotional and motivational components intermingling, forming a fluctuating 'affective amalgam'.

PAP-09: 4

Influences on Adolescent Student Motivation for Learning

Angela Mary Mornane, Peter Arnold Sullivan

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This presentation reports on responses of a group of ten adolescent students to questions regarding their learning of mathematics, English, science and a subject of their own choice, focusing on the influence that teachers have on students' motivation, academic resilience and persistence. This project evolved from knowledge that over a period of time there has been a decrease in school engagement and increase in alienation around middle school students in Australia. The study approached each student with the intention of seeking insights into factors that influenced their decision

making, their ability to self-regulate, their opinions, motivations, self-concept and understandings of the world around them. The study sought to understand resilience in an academic context and looked at how students cope when facing difficulties with learning. It therefore investigated what factors, internal and external to the school, facilitate or inhibit learning in adolescent students.

It became apparent the students' perceptions of learning are complex – learning may be affected by a range of factors and these can be different for each student and in each subject. It also appeared that supportive relationships with teachers may be the most influential factor in providing positive outcomes for students. Students who received such support were able to self-regulate on a consistent basis, they had positive self-concepts and were inclined to develop positive future goals. These results have implications for teachers in terms of building positive classroom climates that foster student/teacher relationships and create learning environments that connect students' learning to their future goals.

PAP-10: Teachers and Self-Concept

*Time: Tuesday, 28/Aug/2012: 3:30pm - 5:00pm · Location: 457
Session Chair: Fani Lauermann, University of Michigan*

PAP-10: 1

Teachers' Power Motive Congruence and their Flow Experience and Classroom Management

Anja Schiepe-Tiska

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Motivation is directed by two motivational systems: the implicit and explicit motive system (McClelland, Koestner, & Weinberger, 1989). Both systems coexist within a person but are widely independent of each other. The compensatory model (Kehr, 2004) states that the congruence of implicit and explicit motives causes flow experience - the optimal state of motivation. This paper concentrates on the power motive which is a recurrent concern for having an impact on others (Winter, 1973). There are two forms of having impact: (a) dominating others and competing, and (b) helping others (McClelland, 1975). Teaching is regarded as a help-giving profession. Therefore, I assume that teachers high in power motive congruence experience more flow while teaching than teachers low in power motive congruence. Moreover, teachers high in power motive congruence show a better classroom management than teachers low in power motive congruence. 30 teachers from a vocational school participated. Their implicit and explicit power motive were assessed prior to the lesson when flow and classroom management were assessed. Results indicate that the higher the power motive congruence, the more flow teachers experience. For classroom management, only the explicit power motive predicts structuring lessons/inspiring teaching and controlling behavior. The results show that teacher's personality contributes to their motivation and their classroom management. Moreover, there are first hints that teachers' flow effects student's flow (Bakker, 2005). When we can explain, what motivates a teacher while doing his job, we can also enhance students' motivation which is related to their school performance.

PAP-10: 2

Teacher Responsibility and Teacher Emotions: Is Responsibility a Double-Edged Sword?

Fani Lauermann, Stuart A. Karabenick

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We examined whether teachers' willingness to hold themselves personally responsible for four critical educational outcomes—student motivation, student achievement, for having positive relationships with students, and for the quality of their teaching—moderates the relation between teachers' perceptions of classroom outcomes (e.g., lack of student motivation or low student achievement) and teaching-related emotions. Different types of emotions were distinguished based on their valence and level of activation, including positive activating (e.g., feeling excited about teaching), positive deactivating (e.g., feeling calm), negative activating (e.g., feeling tense), and negative deactivating emotions (e.g., feeling worn out). Moderating effects were found based on a national survey of 487 K-12 teachers in the U.S. Results indicated that more compared to less responsible teachers maintained higher levels of engagement (energy and excitement about teaching), even when they perceived their classroom outcomes as problematic, whereas less responsible teachers appeared more likely to disengage in the face of negative classroom outcomes. Yet responsibility for students' academic outcomes (motivation and achievement) was also related to negative affect such as tension. Thus higher levels of responsibility for academic outcomes may come at a personal cost. The findings indicate that research on teachers' ascriptions of responsibility should focus not only on implications for students, but should also consider implications for teachers, given the potential for increased tension and a decreased level of engagement.

Tuesday

PAP-10: 3

Teacher Self-efficacy: Still an Elusive Construct?

Colleen Kuusinen, Fani Lauermann, Stuart A. Karabenick

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Teacher self-efficacy is theorized to predict student outcomes, yet scant evidence for this relationship exists in the literature. To address methodological and conceptual concerns that may explain this gap in the literature, we examined teacher interpretations of Tschannen-Moran and Woolfolk Hoy's (2001) Teachers' Sense of Efficacy Scale (TSES), a scale widely used in teacher self-efficacy research and noted to be highly aligned with theory. Semi-structured interviews were conducted with 25 middle (44%) and high school teachers in suburban, urban and rural areas of the United States. A think aloud procedure and cognitive interviewing techniques were used to capture teachers' spontaneous evaluations of their self-efficacy as they responded to items from the short version of the TSES. Analyses of think-aloud content suggested teacher generally evaluated their efficacy consistent with theory, yet conceptual problems emerged, particularly in the instructional strategies efficacy (ISE) subscale. First, interpretations of certain items ranged across diverse teaching domains, thus potentially limiting the scale's predictive ability. Second, teachers were inconsistent in their analysis of the teaching task when evaluating their efficacy. Finally, teachers' numeric responses often failed to reflect their sense of efficacy to influence students through their instructional practices. Results indicated that teachers' interpretations of TSES items are not always consistent with the intended operationalization of self-efficacy. The finding that teachers do not always consider students in their instructional efficacy judgments

presents a possible source of measurement error, but also highlights a conceptual issue not fully addressed in the literature thus far.

PAP-10: 4

Relations between self-concept and self-worth: Differences or similarities for boys and girls?

Katrin Arens

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As a high level of students' self-worth (or self-esteem) has been found to be related to well-being and motivation (Harter, 1999), the sources of self-worth should be investigated. Several models of self-worth determination have conceptualized domain-specific facets of self-concept as determinants of self-worth (e.g., Harter, 1999). James (1892) assumed that the relation between self-concept and self-worth depends on the importance individuals attribute to specific self-concept domains. Boys and girls were found to differ in the importance they assign to self-concept domains (e.g., Wigfield & Eccles, 1994), which would imply gender-specific relations between self-concept facets and self-worth. This study examines gender differences in the relations between a wide range of self-concept facets and self-worth with 1958 German preadolescent students. Students' multidimensional self-concept and self-worth were measured applying a German version of the Self Description Questionnaire I (Marsh, 1990). The strongest relations to self-worth were demonstrated for physical appearance and peer relations self-concepts for both boys and girls. Boys and girls were not found to differ in their relations between self-worth and domain-specific self-concept facets.

Harter, S. (1999). *The construction of the self. A developmental perspective.* New York: The Guilford Press.

James, W. (1892). *Psychology: The briefer course.* New York: Henry Holt & Co.

Marsh, H. W. (1990). *Self Description Questionnaire – I (SDQ I).* Manual. Macarthur, N.S.W. Australia: University of Western Sydney.

Wigfield, A., Eccles, J. S. (1994). Children's competence beliefs, achievement values, and general self-esteem: Change across elementary and middle school. *Journal of Early Adolescence*, 14, 107-138.

Abstracts aaa

Presentations on Wednesday - Abstracts

SYM-06: Introducing Real Life into School: Lifelike Learning Environments and Student Interest Development

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 251

Session Chair: Doris Lewalter, TUM

Discussant: K. Ann Renninger, Swarthmore College

Organizers: Doris Lewalter, TUM & Susan Nolen, University of Washington

The challenge of supporting the evolution of students' interest in formal school education has encouraged the development of various new learning environments that leverage students' interest in "real life" outside of school. However, connecting real life to the world of school work is not a straightforward process, particularly in working with groups of students with varying interest in and understanding of real world domains. Within the scope of the symposium research findings on the impact of three different learning environments on adolescents' motivational processes are presented. All three papers raise questions about the significance of specific features of interactive learning environments with a close connection between learning content/process and real life issues for motivational processes. Symposium contributors discuss this relation by presenting research findings on various learning environments which especially aim for learners to experience this relation. While Nolen et al. and Knogler & Lewalter investigate learning environments which highlight elements of simulation and role-play in their design, Dohn explores motivational processes in social networks located in Web 2.0. In all three studies a longitudinal perspective on motivational development as well as potential influencing factors are investigated. Although all three papers focus on group activities comprising discussions of real life issues, the three research groups bring different theoretical frameworks to bear on the question of supporting situational interest as well as different methodological approaches. This diversity provides an opportunity to explore aspects of the theories that intersect and diverge. Our discussant, K. Ann Renninger, will lead this discussion.

Wednesday

SYM-06: 1

Engagement in simulation activities: Adolescents juggling figured worlds

Susan Nolen, Gavin Tierney, Kendall Becherer, Susan E. Cooper, Susanna Eng
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The paper presented by Nolen, Tierney, Becherer & Cooper describes how adolescents' engagement evolves during a multi-week simulation in a project-based course. Students acted as legal teams researching, preparing and delivering an argument to a mock US Supreme Court on a civil rights case. We analyze the affordances and constraints for engagement of small-group roleplay activities as groups negotiated (1) what they were engaged in (legal battle? moral crusade? schoolwork?), (2) what each student's role was in the simulation, and (3) how to manage the sometimes conflicting demands of multiple meaning systems or "figured worlds" (legal system, civil rights as a moral issue, peer relations, "doing school.")

SYM-06: 2

Development of situational interest in the context of simulation and roleplay

Maximilian Knogler, Doris Lewalter

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Fostering the development of adolescents' interest in many curricular topics seems quite difficult to achieve within formal secondary school contexts. One reason for this situation is students' lack of a perceived connection between the subject matter to be learned and the requirements of real life. For this reason, the study presented by Knogler & Lewalter investigates students' motivational development in the course of an authentic goal-based scenario which is assumed to be a promising tool to promote the evolution of situational interest. The extended goal-based scenario examined includes elements of simulation and roleplay. Within the scope of the study students' motivational development as they progress through the different stages of the goal-based scenario were assessed. Based on theoretical assumptions about influencing factors on interest development the impact of basic need satisfaction is examined. Finally, specific roleplay and simulation related experiences are considered, which until now have not been investigated for their motivational potential, as important for the development of situational interest. Results indicate changes in students' situational interest in the course of the learning sessions. Moreover, the predictive power of the considered emotional and roleplay related experiences varies as a function of the different stages of the extended goal-based scenario session. Findings are discussed with regard to theoretical and practical implications.

SYM-06: 3

The effect of a social networking web site on student interests in the context of upper secondary biology

Niels Bonderup Dohn

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The paper presented by Dohn describes how upper secondary students' engagement in Facebook activities in the context of upper secondary biology can trigger situational interest. Virtual activities were closely connected to real life issues and related to taught subject matter. The research was conducted as a case study providing an explorative investigation of students' engagement and interest. Preliminary findings indicate that the connection between themes from real life and shared Facebook activities trigger interest and engagement, whereas taught subject matter only create little interest.

SYM-07: Theoretical Challenges for Motivational Regulation: Action-Related Considerations Revisited

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · Location: 254

Session Chair: Thomas Martens, DIPF

Discussant: Alexander Minnaert, University of Groningen

Organizer: Thomas Martens, DIPF

Motivational regulation is applied in very diverse research contexts and in very diverse theoretical frameworks. Often, the theoretical implications correspond very closely with the empirical setting. A change in the empirical setting might often cause the theoretical expected outcomes to vanish. If we don't want to have theoretical explanation for each

Abstracts aaa

empirical setting, broader theoretical foundations have to be identified. The three proposed theoretical approaches proposed in this symposium are all quite complex and try to combine motivational regulation and action-related theories. The overarching character of these proposals leads to quite complex theories. Therefore, it might be difficult to test all given assumptions empirically – at least not simultaneously. The contributions in this symposium explore different ways of incorporating action-related ideas. The first contribution follows an idea by Andreas Krapp to claim conceptual independence between intrinsic and extrinsic motives and link these motives to different valences that determine the readiness for action. The second contribution builds on consideration from action theory – often applied in workplace psychology. The two main dimensions are action phases and the distinction between of conscious and unconsciousness processes. The third contribution is based on the ideas of Julius Kuhl who proposes 4 macro systems for action-related processes and specifies motivational regulation in three main phases of action generation. All three contributions strive after integration of emotion and cognition as well as unconscious and conscious processes. The comparison of the three solutions for this integration problem should lead to a common understanding of future theoretical development.

SYM-07: 1

Towards a unified theory of task-specific motivation

Cornelis J. de Brabander, Rob L. Martens

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So-called extrinsic and intrinsic types of motives appear in every conceptualization of task-related motivation. A central subject of theoretical debate between different conceptualizations concerns the relation between the two. Some theories view intrinsic and extrinsic motives as different aspects of the umbrella concept of expected value. Other perspectives conceive extrinsic and intrinsic motives as oppositional motives on one and the same dimension. A discussion of several theories representing these different positions lead to the conclusion that both positions have their merits. It is argued that this controversy can be resolved by a third perspective, proposed by Andreas Krapp, that claims conceptual independence between intrinsic and extrinsic motives. According to this view intrinsic motivation (coined here as affective valence) is produced by an affective behavioral regulation system, whereas extrinsic motivation (coined here as cognitive valence) is created by a cognitive regulation system. Affective valence involves feelings about an action situation that rise automatically and irrespective of any act of will. Cognitive valence on the other hand involves an active and conscious articulation and valuation of outcomes of an activity. The two regulation systems are fundamentally separate, but interact intricately, allowing both for coherence and controversy between the two types of valence. This interaction leads to a expected valence that determines readiness for action.

Based on this conceptualisation an integration of different theories is proposed in a tentative model of task-specific motivation that, in addition to affective and cognitive valence, includes personal and contextual aspects of autonomy, competence, relatedness and social support.

Wednesday

SYM-07: 2

Converging perspectives on self-regulation and learning – Affects and emotions as driving forces of action

Detlef Sembill, Andreas Rausch, Julia Warwas

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Former images of man as a cognitive machine in which emotions are only disturbing seem overcome—at least, in the scientific community. Nevertheless, instead of the integration of different strands of psychology, the last decades were rather characterised by further fragmentation. We propose a model of action-regulation following approaches of action theory. Common core concepts of action theories are: (1) the horizontal subdivision of stages of action connected in a cybernetic model, (2) the structural analogy of acting, thinking, learning, and problem solving, (3) the vertical differentiation between conscious and unconscious regulation, and (4) an image of man in line with “constructivist” perspectives. Apart from inconsistent terminologies, the framework of action theory still offers great potentials of integrating fragmented approaches from cognitive, motivation, emotion psychology and other branches of psychology. Within our contribution to the symposium we will outline our model of action-regulation and, besides psychological approaches, furthermore, discuss findings from neuroscientific research leading to similar conclusions. We will emphasise affects and emotions—and, thus, motivation—as integral to acting, thinking, problem solving, and learning. Finally, with regard to the modelling and measuring of competence, a mismatch is observed in terms of a neglect of emotional aspects. Reasons and consequences of this discrepancy are discussed, as well.

SYM-07: 3

Towards a Common Theoretical Base for Motivational Regulation: an Integrated Model of Learning and Action

Thomas Martens¹, Julius Kuhl²

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This contribution aims to integrate affective and cognitive, conscious and subconscious processes of motivational regulation and learning into a common theoretical approach. Such integration is particularly grounded in action theoretical approaches. Research in the field of self-regulated learning has drawn on findings from action research. Respective metacognitive parts are nowadays integrated into almost all approaches to self-regulation learning (e.g. Winne & Hadwin, 1998). However, self-regulation theory has so far not undertaken a very consequent reconstruction of learning processes. For this purpose, the Integrated Action Model presented by Martens and Rost (1998) is transferred to learning processes. The subsequent ideas are grounded in a theoretical model suggested by Kuhl (2000) and according to the Integrated Action Model these ideas are expanded to three process phases of a complete learning action: The motivation phase refers to the development of a learning motivation, i.e. the need arises to reduce a learning related discrepancy between the state as it is and the state that is desired. In the intention phase, a learning intention is created which can fulfil this learning motivation. In the volition phase, finally, a learning intention is translated into a real learning action. The proposed model was successfully applied in different empirical contexts and could trigger more empirical research, e.g. to explain different phenomena in the field of motivational regulation, e.g. stereotype threat, reinforcement effect on motivation, procrastination and probably many more.

SYM-08: Motivations, Beliefs and Practices of Preservice Teachers

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 311

Session Chair: Caroline Mansfield, Murdoch University

Discussant: Julianne Turner, University of Notre Dame

Organizers: Caroline Mansfield, Murdoch University, Simone Volet, Murdoch University, Helen Watt, Monash University, Paul W. Richardson, Monash University, Gavin Tierney, University of Washington, Susan E. Cooper, University of Washington, Susan Nolen, University of Washington

Preservice teachers have become important participants in research regarding teacher and classroom motivation. As individuals embarking on a teacher career, researchers have been interested in their motivations for teaching, their beliefs about motivation in classrooms and how beliefs develop through experiences in teacher education and professional practice. This symposium brings together research from these fields, in two countries and using quantitative and qualitative methods. The first paper explores whether and how secondary and primary/elementary preservice teachers' motivations for teaching differ, and consequences for their subsequent professional engagement and career development aspirations. The second paper focuses on preservice teachers' beliefs about classroom motivation and reports findings from an intervention designed to influence their beliefs about classroom motivation beyond what typically occurs in teacher education programs. The final paper presents a comparative case study of two preservice teachers showing how beliefs and practices related to motivation are co-constructed through teacher education experiences. By bringing together these three papers, the symposium addresses aspects of preservice teachers' motivation and beliefs about classroom motivation as they move through various 'spheres' of becoming professional educators. This symposium will provide avenues for future thinking and research on preservice teachers' different motivations for teaching and beliefs about classroom motivation.

Wednesday

SYM-08: 1

Do secondary and primary preservice teachers' motivations differ, and does it matter?

Helen Watt, Paul W. Richardson

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It has long been recognised that the reasons why people choose teaching as a career vary and that these relevant motivations are multidimensional. At the same time, it has been frequently anecdotally asserted that primary and secondary teachers have differing motivations. This paper set out to examine that question, and possible consequences for beginning teachers' professional engagement. Using the Factors Influencing Teaching Choice (FIT-Choice; Watt & Richardson, 2007) framework, we compared influential motivations, perceptions of teaching, and career choice satisfaction among 1531 first-year preservice teachers ($n_s = 864$ secondary, 667 primary) from three universities in Australia. Preservice primary teachers scored higher on intrinsic and altruistic social utility values, were more satisfied with their career choice, and regarded teaching as higher in social status and salary. In contrast, preservice secondary teachers were more likely to choose teaching as a fallback career, were more motivated by subject specialism interest, regarded teaching as requiring greater expertise, and had experienced greater social dissuasion. Despite clear differences in motivations and perceptions, in fact, most did not imply subsequent differences for longitudinal

cooperating teachers, colleagues, and administrators, and observations of their work with students. Results demonstrate how a number of the components novices used in constructing their utility filters to evaluate potential practices also seemed to contribute to their interpretations of their students' motivation. In particular, as their representation of good math teaching and its goals, their own motivations as learners, and their representations of students changed over time through interaction with others in their figured worlds, novices' interpretations and beliefs about student motivation also changed.

SYM-09: The Functional Relevance of Individual Differences in Needs for Well-Being Related Outcomes

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 454

Session Chair: Barbara Flunger, University of Tuebingen

Discussant: Maarten Vansteenkiste, University of Gent

According to self-determination theory, all humans have a need for autonomy, competence, and relatedness. The satisfaction of these needs should have positive consequences for well-being and other related outcomes. But is this effect influenced by individual differences in needs? Three studies explored whether need strength – explicitly or implicitly measured – functions as a moderator on the effect of need satisfaction on outcomes. Study 1 used implicit measures (applying motive disposition theory) to investigate whether need strength moderates the effect of need satisfaction on mood and interest/enjoyment in a 10-days diary study. Study 2 investigated the relationship between need satisfaction, need strength and well-being in four countries. The implemented explicit measures were content-matched to the scales of need satisfaction, assessing need strength as a person-specific disposition. Study 3 examined whether explicitly measured domain-specific need strength moderated the impact of need satisfaction on achievement emotions in the classroom context (physics) via an experimental design. The data of study 1 are currently gathered. In the other two studies, need satisfaction had a positive effect on well-being and joy, and a negative effect on boredom and frustration. However, need strength did not moderate the relationship between need satisfaction and outcomes. Thus, it seems that individuals with high need strength do not benefit more from need satisfaction in terms of higher well-being or higher positive emotions than individuals with low need strength. Consequently, the findings of the studies support the presumed universality of basic needs. Conclusions are discussed.

Wednesday

SYM-09: 1

The interaction between need satisfaction and implicit needs in predicting mood and interest/enjoyment : a diary study

Jemima Bidee, Roland Pepermans, Tim Vantilborgh

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According to Self-determination theory, satisfying the need for competence and relatedness (next to the need for autonomy) is a prerequisite for feeling psychologically healthy – making them basic psychological needs. In the present study, we aim to investigate whether people differ in the degree to which they have to satisfy these needs before experiencing those positive consequences. In this regard, we integrate principles of the Self-determination theory with the motive disposition tradition, in which individual

differences in needs (“implicit motives”) are used to explain variation in human behavior and motivation. We expect that satisfaction of the competence need results in positive outcomes such as positive mood and interest/enjoyment, especially for people with a strong need for achievement. A similar moderating effect of need for affiliation is expected for the relationship between satisfaction of the need for relatedness and positive outcomes. These hypotheses are tested in a group of 100 youth leaders, who engaged in a 10-day diary study. Applying multilevel moderation modeling enables us to longitudinally examine the aforementioned relationships at both between-and within-persons levels of analysis. Since we are currently gathering our data, the conclusions for this study will only be available by June 2012.

SYM-09: 2

Need satisfaction and need strength: an explicit and implicit approach
Jolene Van der Kaap- Deeder, Beiwen Chen, Maarten Vansteenkiste

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The satisfaction of the psychological needs for autonomy, competence, and relatedness is, according to Self-Determination Theory (SDT; Deci & Ryan, 2000) essential for people’s optimal psychological development. Although many studies have provided evidence for this claim, two notable shortcomings can be mentioned. First, need satisfaction has mostly been measured at an explicit level and, second, the importance people attach to satisfying these needs (i.e. need strength) has received little attention. In the present contribution, we undertook a first attempt to address these two lacunae, thereby also examining the postulated universality claim of the psychological need satisfaction (Deci & Ryan, 2000).

In Study 1 the associations between psychological need satisfaction, need strength and well-being were examined in four culturally diverse countries (i.e., Belgium, China, Peru, and US). The results indicate that, across the four countries, psychological need satisfaction consistently related to higher psychological well-being, regardless of whether an individual values or desires need satisfaction.

Study 2 focuses on the implicit assessment of need satisfaction and need strength by relying on an adapted version of the Implicit Association Test (IAT; Greenwald, McGhee, & Schwartz, 1998). An experimental approach, based on the satisfaction or frustration of the need for competence, will be implemented to validate this newly-developed measure. Possible differences between explicit and implicit measures in both need satisfaction and need strength are of special interest, since such divergences may provide evidence for the additional benefits of an implicit measure. Results of Study 2 are expected by June.

SYM-09: 3

Explicit need strength as a moderator for the relation between need satisfaction and achievement emotions?

Barbara Flunger, Johanna Pretsch

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According to self-determination theory, the satisfaction of the basic needs for autonomy, competence, and relatedness influences achievement emotions. The present study investigated whether explicitly measured domain-specific need strength moderated the impact of perceived need satisfaction on achievement emotions in the classroom context

(physics lesson) using an experimental design. Teachers in an experimental group received information on how to support students' autonomy in a standardized teaching unit and the procedure. Teachers in a control group only received information on the procedure of a standardized neutral teaching unit. Both the autonomy-supportive and the neutral teaching units had the same topic. During the teaching of the standardized lessons, 420 students attending 9th grade completed state measures of self-attributed need strength, perceived need satisfaction, achievement emotions (joy, boredom, frustration) and perceived autonomy support. According to the students' ratings, trained teachers displayed significantly more autonomy-support than did non-trained teachers. The positive achievement emotion joy was enhanced in the experimental group and reduced in the control group. The negative emotions boredom and frustration were reduced in the experimental group and enhanced in the control group. Condition, perceived autonomy and perceived competence significantly predicted the changes in the achievement emotions. There were no significant interactions between actual need strength and corresponding need satisfaction to predict achievement emotions.

Conclusions are discussed.

SYM-10: Autonomy Support and Structure

Time: Wednesday, 29/Aug/2012: 9:00am - 10:30am · *Location:* 457

Session Chair: Richard A. Walker, University of Sydney

Discussant: Avi Assor, Ben Gurion University

Wednesday

This symposium examines the effect of instruction and ability related constructs on students' adaptive motivations to learn within a Self-determination framework. Three papers provide distinct but convergent perspectives on the role and development of structure and autonomy in educational contexts. The first paper adopts a large scale, mixed methods approach to examine students' motivations from a distinctively social perspective, and measures the effects of needs-thwarting behaviors on motivation in the context of physical education. Through a mediational analysis the authors argue that need-thwarting behaviors have a deleterious effect on motivation. The second paper experimentally investigates whether Autonomy support is a luxury or a practical necessity within classroom instruction. Results of three related studies clearly advocate for the necessity of autonomy support, while suggesting how it may be effectively integrated into well-structure teaching plans. The final paper, presents a first step towards a larger action research project aimed at improving instruction across an entire English language department. Students' preferences for Autonomy support, Structure and External-Regulation were measured. Preliminary analysis employed panel structural equation modeling to assess the effect background variables, ability and self-concept. Self-concept significantly predicted a preference for structure. Quantitative and qualitative analysis of teachers' instructional orientation will be employed to explore the alignment of student and teacher preferences concerning Autonomy and Structure. Attendees will have the opportunity to participate in an engaging discussion of an emerging, but essential component of effective instruction.

SYM-10: 1

How does a need thwarting teaching style relate to students motivation in physical education

Leen Haerens, Lynn Van den Berghe, Nathalie Aelterman, Maarten Vansteenkiste

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SDT theoretically conceptualizes how the social context can actively thwart people’s needs so that less optimal forms of motivation are more likely to emerge (Ryan and Deci, 2000). The purpose of the present study was to investigate need-thwarting dynamics in relation to motivation in the context of physical education (PE).

A sample of 1147 pupils (out of 91 different classes) and their PE teachers participated in the study. Pupils’ perceptions of need deprivation were measured the Teacher as Social Context Questionnaire (TASC; Belmont et al., 1988). An adapted Dutch version of the Behavioral Regulations in Exercise Questionnaire (BREQ-II; Markland & Tobin, 2004) was employed to measure motivation. Video-images of the 91 PE lessons were coded every five minutes for 17 teaching behaviors tapping into different dimensions of need-thwarting behaviors.

Perceived need deprivation related negatively to autonomous motivation ($p<0.05$), whereas positive relationships with controlled motivation ($p<0.001$) and amotivation ($p<0.001$) were found. Observed need-thwarting behaviors related positively to controlled motivation ($p<0.01$) and amotivation ($p<0.05$), but were not related to autonomous motivation. Mediation analyses revealed that the relationships between observed need-thwarting behaviors and controlled motivation (79.2% mediated, $p<0.001$) or amotivation (86.1% mediated, $p<0.001$) were significantly mediated by perceived need deprivation.

In conclusion, when teachers engage in need-thwarting behaviors, the pupils also notice this, which results in less optimal forms of motivation for PE. Less optimal forms of motivation are known to induce negative outcomes such as less engagement, so it is recommended for teachers to avoid this type of teaching behaviors.

SYM-10: 2

Enhancing Students’ Functioning: Three Ways Supporting Autonomy within Structure

Hyungshim Jang

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The goal of the present paper is to closely examine two issues: (1) Is supporting students’ autonomy during instruction really a luxury (rather than a necessity)? and (2) how can teachers incorporate autonomy support into their otherwise well-structured lesson plans?

To address these two questions, three studies were conducted. In each study, all students participated in a well-structured lesson. In Study 1, participants in the experimental group received curiosity-invoking questions prior to learning the lesson, while participants in the control group were assigned a matched set of questions. Students with curiosity-invoking questions reported higher interest and more engagement during the lesson. In Study 2, participants in the experimental group generated three questions related to the lesson’s topic that they might like to learn about, while participants in the control group were again assigned a matched set of questions.

Students in the experimental group reported higher autonomy, higher engagement, and higher conceptual learning. In Study 3, participants in the experimental group received a teacher-provided rationale to explain the lesson's value, while participants in the control group engaged in the same lesson without the rationale. Participants who received the rationale scored higher on motivation, engagement, and conceptual learning. Taken together, the conclusion is that (1) autonomy support (like structure) functions as a classroom necessity (rather than luxuries); (2) student outcomes are particularly positive when teachers find ways to integrate autonomy support into a well-structured lesson, and (3) autonomy support can be smoothly and effectively built into teachers' already well-structured lesson plans.

SYM-10: 3

Autonomy support and Structure: Student and teacher alignment

Luke K. Fryer, Charles J. Anderson

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Background:

The proposed presentation examines students' preferences for and teacher's instructional orientation towards Autonomy Support (AS) and Structure within the context of a compulsory course context at one Japanese university. In addition to assessing the dimensionality on students' preferences and the effect of competency, it also addresses the question alignment between teachers' orientations and students' expectations.

Aims: 1) Develop and validate a quantitative instrument for measuring students' preferences for Autonomy support and Structure. 2) Test the effect of background variables and antecedents for their longitudinal effect on Autonomy support and Structure. 3) Examine teachers' instructional orientation and assess their relationship with students' learning preferences.

Methodology: All quantitative analyses were carried out within Structural Equation Modeling (SEM; Mplus 6.1). EFA and CFA were employed for survey development. Panel SEM tested the effect of gender, department, ability and self-concept on students' preferences.

Educational and theoretical significance: A quantitative measure of students' preferences for AS and Structure was developed and validated. Preliminary SEM results suggest that background variables such as gender and department have a minimal or non-significant effect on students' preferences. In addition, students' prior ability appears to play no direct role in students' preferences. Self-concept, collected six months prior, had a small but significant effect on Structure. The non-significant effect of ability but small effect of Self-concept on Structure requires further investigation.

Wednesday

POS-4: 2

Motivation and Executive function in Later Life

Evelyne Clément¹, Emin Altintas², Alain Guerrien², Pierre Jeannelle¹, Bruno Vilette², Bruno Vivicorsi¹

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Despite a widespread concern with the decline of executive function and the loss of motivation in elderly people, very little is known about the relations between executive function and self-determined motivation in later life. In the framework of the Self-Determination Theory (Deci & Ryan, 1985, 2000), the aim of the present study was to explore these relations. In order to study the specific relation between executive function and self-determined motivation, we assessed executive function and motivational style of 39 nursing home residents. For this, executive function was measured by the Frontal Assessment Battery (Dubois et al., 2000). In addition, the Mini Mental State Examination was used to assess the global cognitive efficiency of the participants (Folstein et al, 1975). The motivational style was assessed using the Elderly Motivation Scale (Vallerand & O'Connor, 1989, 1991) which is formed of four subscales assessing intrinsic motivation, self-determined extrinsic motivation, non self-determined motivation, and amotivation. Results showed that high executive function scores significantly and positively correlated with self-determined motivation. In addition, regressions analyses revealed that the executive scores were the best predictor of the self-determined motivation. These findings suggest that mechanisms underlying executive function constitute a key component of the self-determined motivation in later life.

POS-4: 3

Sense of Uniqueness as an Intervening Variable between Parental Support for Basic Psychological Need and Adolescents' Well-Being

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The aim of the present study was to examine the association between parental support for basic psychological needs and psychological well-being by investigating a new intervening variable as sense of uniqueness. Several empirical studies have reported that parental support for basic psychological needs is a robust correlate of adolescents' well being. Yet, less is known about the mechanisms responsible for this link. The present study proposed a model suggesting that personal sense of uniqueness explains why satisfaction of basic psychological needs in parent-child relationships is related to well-being. This mediational model was tested among college students in Turkey. The data were analyzed for the 525 participants (299 female, 226 female) aged between 14 and 18 years (M= 16.35, SD=.09). The data were obtained by using the The Need Satisfaction Scale, Personal Sense of Uniqueness Scale, Self Esteem Scale and Satisfaction with Life Scale. For this purpose, structural equation modeling and bootstrapping procedures were used to assess the mediatory effects of these variables and goodness-of-fit statistics were tested with χ^2 (a non-significant value that corresponds to an acceptable fit). The results of the structural model testing revealed a good fit of the model to the data, scaled [χ^2 (46, N=525)= 225.05, $p < .001$, GFI=.99, AGFI=.98, CFI=.97, RMSEA=.084, SRMR=.043]. The findings of the study revealed that basic psychological need support from parents contributed to adolescents' SoU, which, in turn, results in well-being of adolescents.

psychological well-being through Amotivation and extrinsic motivation, perception of autonomy support had positive direct and indirect effect on psychological well-being through amotivation and intrinsic motivation. In sum, the results showed that motivational beliefs could have a mediator role in perception from parents and well-being. To evaluate the model, multiple indexes of fitness were used which indicated that there were a fitness between the models and data. The implications of results were discussed in relation to the previous literature. Suggestions for future researches, educational practice and limitation of this study were also discussed

POS-4: 6

Predicting Physical Activity of Finnish Adolescents: The Role of Attitudes, Norms and Control Factors

Piia af Ursin, Leena Haanpää

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The aim of the present study was to investigate the determinants of physical activity in Finnish adolescents. For this purpose, the theory of planned behavior (TPB) was applied (Ajzen, 1991). The TPB-scales were adapted from German scales developed in a qualitative elicitation study (Staudenmaier et al., 2010), supplemented by additional variables and piloted with N = 48 students.

Participants of the study (N = 5189, 1944 6th and 3245 9th graders, 51 % girls, 49 % boys) completed a questionnaire that assessed the standard TPB-constructs, i. e. attitude, subjective norm and perceived behavioral control. Measures for self-reported structured and unstructured physical activity behavior were applied as criteria. The reliabilities of the TPB –scales can be considered as evidence of a successful scale construction ($.82 \leq \alpha \leq .94$). Furthermore, the scales proved to be valid predictors for the applied criteria: The TPB predictor scales explained structured ($R^2 = .25$) as well as unstructured ($R^2 = .24$) physical activity. This applied for 6th as well as for 9th graders. This study supports the use of the theory of planned behavior in gaining an understanding of the physical activity versus inactivity of adolescents.

POS-4: 7

Obsessive and Harmonious passion for work: The case of French farmers

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According to the motivational approach of passion (Vallerand et al., 2003), an activity is qualified as a passion when it presents three properties: it is perceived as pleasant, is defined as important and involves time and energy investment. This approach is also dualistic with two forms of passion: obsessive and harmonious passion. The aim of this study is explore the effects of passion in terms of levels and type (i.e. obsessive versus harmonious) on job related stress, and suicidal risk in a population of French milk producers.

Seventy and three French farmers were recruited. Three variables were assessed: (1) passion (Passion scale, Rousseau et al., 2002), (2) stress (Perceived stress scale,

Cohen et al., 1983), (3) suicidal risk (Hopelessness scale, Beck et al., 1974). Correlation analyses were realized, completed by cluster analysis on passion' subscales, which it allowed to determine passion profiles within the sample. The effect of this was then tested on our dependant variables.

Results revealed first of all a high number of passionate producers as well as a high level of stress and suicidal risk. Second of all, our results showed that the two forms of passion are significantly associated to stress, and hopelessness. Third, cluster analysis showed that 3 groups solution fitted the data resulting in three passion profiles (High, Moderate, Low) and that those profiles had a distinct effect on stress and suicidal risk. These results allowed us to demonstrate the role of passion in adjustment but also the distinctive effect of the type of passion.

POS-4: 8

Motivational profile of overweight and obese Dutch adults willing to participate in a lifestyle intervention: quantity versus quality of motivation regarding physical activity and healthy nutrition

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Introduction: Combined lifestyle interventions have shown to be effective in the reduction of overweight and obesity. However, in the long-term these lifestyle changes are often not sustained. Motivation is an important determinant of behaviour maintenance. The concept of motivation has previously been assessed in various ways, i.e. measuring the quantity (amount, or intensity) of motivation, or the quality (type) of motivation. This study aims to assess both the quantity as well as the quality of motivation regarding physical activity and healthy nutrition among overweight and obese Dutch adults.

Methods: A sample of 185 participants completed a survey before entrance in a lifestyle intervention. Measures included self reported physical activity and dietary behaviour. Quality of motivation was measured by the SDT-based BREQ-2 and REBS, whereas quantity of motivation was assessed on a scale from 1 (not motivated) to 10 (very motivated). Analyses included descriptive statistics, correlations and linear regression analyses.

Results: Results show that participants had a reasonably high amount of motivation to be physically active ($M=7.42$, $SD=1.14$) and to eat healthy ($M=7.48$, $SD=1.13$). Participants showed predominantly autonomous types of motivation regarding physical activity and a mixture of controlled and autonomous types of motivation regarding healthy nutrition. Correlations show that higher quantitative motivation was related to lower amotivation and higher identified and intrinsic motivation. Further associations were found between both motivational measures and self reported health behaviours.

Discussion: The present study showed that quantitative motivation and quality of motivation are different concepts measuring motivation regarding being physically active and eating healthy.

POS-5: Motivation

Time: Wednesday, 29/Aug/2012: 10:30am - 11:30am · Location: 0.251

POS-5: 1

Attention and motivation: What they have in common and why this is important for interventions

Marianne Schneider¹, Kurt Sokolowski²

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The aim of this theoretical paper is to give an opposite view to the still prominent position that attention is a mainly cognitive phenomenon which has to be conscious as well as intentional. To this purpose, it will first be shown that attention does not only consist of cognitive processes, but that it also shares some characteristics with motivation (e.g. functions). Then, a model published by Prinz in 1990 will be presented which describes intentional as well as unintentional processes of selective attention and at the same time illustrates how these processes and motivational aspects mutually influence each other: While intentional attention is, amongst other things, influenced by explicit motives and serves volitional action control, unintentional attention is affected by implicit motives and serves motivational action control. Based on this model and on available empirical data, situational as well as personality characteristics (e.g. motivational dispositions) can be identified that may lead to increased attentiveness or distractibility. These characteristics, in turn, allow several conclusions about possible ways to improve attentional competencies. For instance, it seems advisable to adopt some techniques from motive trainings or to match intentional and unintentional processes of attention by presenting adequate incentives.

POS-5: 2

Establishing a motivating learning environment for families at risk in an intervention study

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The longitudinal study EVA reviews the impact of two established prevention programs – the violence prevention curriculum FAUSTLOS and the psychoanalytical prevention program of EARLY STEPS – on a sample of children at risk with a problematic socio-economic background

In the new implementation of EVA, an exploratory look is taken at families who migrated to Germany from Sub-Saharan African countries. Given the fact that children from these families have shown a disproportionate amount of insecure attachment in comparison to the remaining sample at risk and since parents have often declined individual support, a new parents' group will be founded in order to establish a motivating learning environment for these families. This offers a possibility of exchange and an environment in which they can learn to integrate their culturally influenced parenting behavior into the new environmental context. Additionally, a new supportive network will be created in order to substitute their extended families.

In order to capture the attachment type and its possible modification, the video-based attachment instrument Manchester Child Attachment Story Task is applied. Diverse psychopathological symptoms are captured by using questionnaires (filled out by parents

Although both constructs contribute much to the understanding of long-term motivation, they also suffer of terminological ambiguities which diminish their explanatory potential, in particular conceptual overlaps. In order to overcome these terminological ambiguities, the poster integrates the research on passion (Fredricks, Alfeld, & Eccles, 2010; Vallerand et al., 2003) and on commitment (Rusbult et al., 1998; Scanlan et al., 1993; 2009) and suggests a definition of passion as an affect-intense form of commitment towards an identity-related activity which is characterized by four components: (1) the intent to perform a certain activity, (2) identification with the activity, (3) long-term goals referring to the activity, and (4) high-arousal affective experienced in the context of the activity.

According to this definition, a passion questionnaire was developed with four subscales measuring these components. A confirmatory factor analysis revealed a good fit for our model. The concurrent validity of the scale was indicated by its correlation ($r = 0.650$) with Vallerand's Passion Scale.

We summarize that the psychological construct passion can be conceptualized as a form of commitment, and would consequently benefit from integrating the theoretical and empirical knowledge accumulated in this context.

Wednesday

POS-6: Learning at School

Time: Wednesday, 29/Aug/2012: 10:30am - 11:30am · *Location:* 0.254

POS-6: 1

Identifying efficacious students in early education classrooms – qualitative video research approach

Elina Määttä, Sanna Järvelä

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Many classroom teachers struggle with why some students succeed and others fail. The way children attribute their experiences of success or failure guide their actions through different classroom situations and further builds their efficacy beliefs. Therefore, the purpose of this study is to investigate how efficacious students can be recognized in early education classrooms. The participants ($n=24$) were primary school students aged 6 to 8 years old. Data was collected with video observations (35 hours) and semi-structured stimulated recall interviews ($n=65$). In the first phase, the content analysis focuses on how students describe their success in specific situations. The second phase of the analysis addresses students' level of confidence. The third phase focuses on the sources of confidence. Cross-tabulation and χ^2 will be applied to measure the relations between level of confidence and sources of confidence. Preliminary results indicated that students experienced either low, moderate or high level of confidence. Further, the analysis suggested that students seemed to attribute their confidence to previous experiences of similar situations, modeling others and to the received feedback. This study will contribute to the methodological advancement when researching young children in early education classrooms by complementing our understanding about the meaning and nature of experienced success in different kind of learning situations in classrooms. This understanding is crucial for teachers when facilitating students learning.

group of students). The results show the difference in motivational structure among younger and older students as proposed, and also the differences between clusters on the grade level by means of expressiveness of individual motivational orientations, and in combination of motivational orientations. Finally, the research findings point to the possibilities of further research and IMAM model's development as well as of pedagogical implications for teaching.

POS-6: 4

Why don't more students do A-level Mathematics? The role of Mathematics self-efficacy on enrolment in A-level Mathematics

Catherine Porter

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To identify strategies that can effectively encourage greater enrolment in A-level Mathematics, a better understanding of the factors that influence A-level Mathematics enrolment is required. Based on social cognitive theory, this study posits that mathematics self-efficacy (MSEF) is the primary factor that influences A-level Mathematics enrolment. The extent that MSEF influences students' intention to enrol, and actual enrolment, after controlling for a number of pertinent factors, including previous attainment, was evaluated. Also evaluated was the extent that MSEF affects students' actual enrolment by affecting their intention. A total of 506 male and 392 female AS Mathematics students from 11 schools voluntarily participated in this study. Regression analyses indicated that MSEF is the strongest predictor of AS Mathematics students' intention to enrol, which in turn has the greatest impact on their enrolment, in A level Mathematics. Mediation analysis indicated that MSEF influences students' enrolment in A-level Mathematics partly by influencing their intention to enrol. The clear implication which arises from the results of this study is that strategies aimed at increasing students' MSEF could effectively encourage greater enrolment in A-level Mathematics. The sooner such strategies are introduced during compulsory schooling, certainly GCSE, the greater their desired impact on A-level Mathematics enrolment would likely be

Wednesday

POS-6: 5

Autonomy support, achievement goals, and affective engagement among students

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Affective engagement is an important indicator of school motivation among students. This factor may be accounted for by qualities in the learning environment as perceived by the students, as well as the students' own motivational orientation. The two latter factors may be operationalised as autonomy support and achievement goals, respectively, and there has recently been an interest to investigate the relation between these variables. Hence, the presents study aims to investigate how the interplay between autonomy support and achievement goals predicts affective engagement. The participants were a representative sample of 2.932 students at 10th grade (lower) secondary school and 1st grade high school in Norwegian schools. These students replied to an inventory consisting of a short version of the learning climate questionnaire (LCQ) measuring autonomy support, items from the patterns of adaptive learning survey (PALS) measuring achievement goals, and finally items measuring affective

homework should be less when self-concept is high. A sample of 474 students was assessed by questionnaire. Hierarchical regression analyses showed that low academic self-concept was associated with high interferences over and above well-being value-orientation and attractive alternatives. This leads to new insights for the prevention of motivational conflicts.

POS-6: 8

Development of self-regulated learning in transition from elementary school to junior high school

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The purpose of this research was to investigate how self-regulated learning ability was influenced by gender during the transition from elementary school to junior high school in Japan. Self-regulated learning is a major topic in research on contemporary education (Boekaerts, 1999; Zimmerman, 1989). Developmental motivation researchers have shown that as students make the transition to middle school, they often suffer decreases in self-motivation, task values, and intrinsic interest in academic tasks (Eccles, Wigfield, Flanagan, Miller, Reuman, and Yee, 1989). The present study analyzed the developmental change of self-regulated learning ability from elementary to junior high school. Another aim of the present study was to examine gender differences in SRL. Zimmerman and Martinez-Pons (1990) found that girls reported greater use of SRL strategies than boys among middle-school and high school students. The sample survey was conducted among a sample of 1687 pupils in 8 elementary schools and students in 6 junior high schools in Tokyo. Participants were asked to complete an anonymous questionnaire consisting of 'Self-regulated learning ability scale'. This study developed 'Self-regulated learning ability scale' to examine Japanese pupils' and students' self-regulated learning. Exploratory factor analysis using the unweighted least squares extraction method with promax rotation suggested that six factors be retained. Differences among groups were assessed by applying a 4×2 (grade \times gender) multivariate analysis of variance (MANOVA) with six subscales of self-regulated learning ability. There was statistically significant interactions between grade and gender. All main effects for grade and gender were significant.

Wednesday

POS-6: 9

Motivational and Emotional Regulation Strategies as Predictors for Adaptive Responses to Errors

Maria Tulis, Markus Dresel

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Current models of self-regulated learning emphasize motivational processes in addition to cognitive and metacognitive strategies. The present study was designed to investigate students' self-reported use of various emotional and motivational regulation strategies following errors in academic settings. Based on emotion regulation literature, an extension of previously examined motivational strategies is proposed. The role of different emotional and motivational regulation strategies in predicting students' use of metacognitive strategies, effort expenditure, and adaptive dealing with errors was analyzed. Overall, findings emphasize the importance of emotional and motivational regulation strategies for adaptive responses to mistakes. In particular, cognitive reappraisal and mastery self-talk as well as strategies with a focus on situation

modification (e.g. proximal goal setting, problem-focused regulation) appeared as strong predictors for individual dealing with errors. Finally, results indicate negative effects of suppression and attentional distraction on learning activities following mistakes.

POS-6: 10

Interaction Effects within the Framework of the Control-Value Theory of Achievement Emotions

Iris Dinkelmann, Alex Buff

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The importance of emotions for school learning and the outcome thereof is beyond dispute, and in the last few years has led to a stronger focus being placed on positive emotions such as the enjoyment of learning, as is the case in the current contribution. Focusing on the domain of mathematics and based on the Control-Value Theory of Achievement Emotions, the poster addresses main and interaction effects of, on the one hand, control and value beliefs on enjoyment of learning, and, on the other hand, parental control and provision of structure on children's control and value beliefs.

Data is analysed that was collected on two separate occasions (time 1/2) from approximately 400 sixth graders and their parents, who took part in the longitudinal study "TRANSITION: Parental support and motivational-affective development in the transition to lower secondary level".

First analyses by means of multiple regressions show most of the expected main and interaction effects: Control and value beliefs positively influence enjoyment of learning. Parental control directly decreases children's control beliefs and, at a marginal level ($p < .10$), value beliefs (time 1). Provision of structure directly increases value beliefs. Interaction effects of control and value beliefs on enjoyment of learning are significant. Interaction effects of parental control and provision of structure on control beliefs and, at time 2, on value beliefs exist at least at a marginal level.

The interaction effects will be closer examined by means of plotting and of simple-slope analyses. Results and their implications will be discussed.

POS-6: 11

Bridging the gap, finding roads to the transfer of self-regulated learning from higher vocational education to professional practice.

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The last two decades much attention has been paid to improve the connection between vocational education and professional practice. The intention was to establish a better cooperation. Even though there is some improvement of the situation, there is still a substantial gap. Moreover, educators and researchers agree on the observation that students which are effectively regulate their own learning process, are more successful regarding their learning at school as well as in practice.

Finally, it can be observed that research on self-regulated learning merely took place in school settings.

In the end our research project will focus on the transfer of self-regulated learning from higher vocational school to professional practice. But in this first part of the project the question is in which way do students experience, express, emphasize and relate different aspects of self-regulated learning while learning in higher vocational education. In-depth interviews were used to find an answer to this question.

In this pilot study has been chosen to focus on the narrative language of the students.

The results show that there is also a clear goal orientation among the students This in a continuous interaction in which the estimation of the own self-efficacy plays an important role. In case of a friction between self-efficacy and goal, students demonstrate help seeking behaviour and changes in cooperation. These results will be discussed with respect to bridging the gap between professional education and vocational practice.

POS-6: 12

Development of a passion scale for academic activities

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In recent years, Self-determination theory approached a conceptualizing passion. Two types of passions were proposed: harmonious passion and obsessive passion.

Harmonious passion refers to a motivational tendency to freely engage in activities and leads to positive consequences. Obsessive passion refers to a motivational tendency to coercively engage and leads to negative outcomes. Passion is an important for obligatory activities, such as academic activities of junior high school students. However, such passions have not been the subject of research. Therefore, this study developed a scale to measure the passion for academic activities and verified the reliability and the validity of the scale. We also examined the influence of passion for academic activity on a person's health. Japanese students of the seventh, eighth, and ninth grade (N = 1439; 754 boys and 685 girls) participated in a survey with regard to passion for academic activities, own health and self-learning time. The confirmatory factor analysis indicated a good fit between the model and data for harmonious passion (GFI=.97, AGFI=.94, RMSEA=.07) and obsessive passion (GFI=.97, AGFI=.95, RMSEA=.06). Cronbach's alpha ranged between .85 and .89. We then conducted an ANOVA to investigate the differences among grades. The result indicated that obsessive passion gradually increased with the grade. This result is predictable because they have an entrance examination for high school. Moreover, a multiple regression analysis revealed that harmonious passion results in better health, whereas obsessive passion is detrimental to wellness. As such, The Passion Scale was developed and its reliability and validity were demonstrated.

Wednesday

SYM-11: Further Explorations into the Antecedents and Structure of Controlled and Autonomous Student Motivations

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · *Location:* 251

Session Chair: Kenneth Whaley, Mercer University

Discussant: Hyungshim Jang, Hanyang University

Organizers: Avi Assor, Ben Gurion University & Haya Kaplan, Kaye Academic College of Education

Self-determination theory (SDT, Ryan & Deci, 2009) posits that there are different types of student motivation which can be ordered along a continuum extending from highly controlling to highly autonomous motivation, and that autonomous motivation is promoted by practices termed autonomy-supportive. However, there are still important issues to be explored. For example: (1) Do autonomy-supportive educator- and parent-practices promote student motivation in non-academic domains also in hierarchical-collectivist cultures? (2) How do parents' responses to different siblings relate to the development of internally controlling student motivation? (3) How is each type of academic motivation posited by SDT organized across different school-subjects? Researchers from Switzerland, Israel, and South Korea will describe and discuss research pertaining to the above three questions. Study 1 shows that autonomy supportive practices promote autonomous motivation to enact pro-environmental behaviors (PEB) and consequent PEB, also among Bedouin students belonging to a hierarchical-collectivist society. Study 2 suggests that parents' may foster internally controlling academic motivation and consequent maladaptive self-evaluative dynamics in their children not only by directly linking their regard to their children's achievements, but also indirectly by showing too much admiration for siblings' academic achievements. Study 3 tests the structure of students' academic self-determined motivation across different school-subjects, finding that the more autonomous motivations have a more complex and less global cross school-subject structure than controlled motivation. Together, this body of research further extends our understanding of the nature and structure of students' motivation, and uncovers some little-explored possible antecedents and consequences of these motivations.

SYM-11: 1

What Will Promote Pro-Environmental Behaviors Among Bedouin Students? A Self Determination Theory Perspective

Haya Kaplan¹, Nir Madjarr²

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Promoting pro-environmental behaviors (PEB) among students is a major concern for educators. The major aim of the study was to test a model based on Self-Determination Theory (SDT), according to which, supporting students' autonomy with regard to the internalization and enactment of PEB is associated with autonomous motivation to enact PEB, which in turn leads to PEB (activism and recycling behaviors, cleaning behaviors and conserving behaviors). 102 Bedouin-Israeli high school students, who participated in a large-scale intervention program, completed questionnaires assessing perceptions regarding project moderators' and parents' autonomy support and autonomy suppression, autonomous motivation, self-perceived competence and relatedness, and PEB. Results supported the hypothesized model suggesting mediation effect for autonomous motivation. The study suggests that SDT can serve as a framework for

Abstracts aaa

educational programs aimed at improving students' self-determined PEB also in fairly hierarchical and collectivist societies. Implications, limitations and future direction will be discussed.

SYM-11: 2

From Dyads to Triads: Mothers' Valuation of Sibling's Academic Achievements and Direct Conditional Regard as Predictors of Introjected Academic Motivation

Marina Shapira, Dotan Shapira, Pazit Gabay, Avi Assor

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Past research has shown that the academic socializing practice of parental conditional positive regard (PCPR) is associated with a stressful type of academic motivation termed introjected motivation and a fragile sense of self worth, vacillating between self aggrandizement following success and self-devaluation following failure. The present study examined the hypothesis that mothers promote introjected motivation, and consequent self-aggrandizement and self-devaluation, also via a less direct process involving parents' valuation of others' academic achievements. It was further hypothesized that valuation of others' achievements may have a particularly strong and unique negative impact on offspring when it focuses on their sibling. Results from two studies with college students (Total n = 258) supported the hypotheses. Importantly, SEM and mediation analyses showed that both mothers' PCPR and their valuation of a sibling's achievements predict introjected academic motivation, which then predicts self-aggrandizement and self-devaluation. The studies suggest that parents' may foster stressful academic motivation and a maladaptive self-evaluative dynamics in offspring not only by directly linking their regard to their children academic achievements, but also by an indirect process of openly valuing siblings' academic achievements. If this pattern is replicated in future studies, it appears that parents' may do well not only to minimize the use of direct conditional positive regard but also to be less demonstrative in their valuation of siblings' achievements. More generally, the findings highlight the potential contribution of research extending the study of controlling and autonomy supportive processes beyond dyads to more complex relational systems such as families.

Wednesday

SYM-11: 3

The Structure of Academic Self-Determined Motivation

Julien Chanal, Frédéric Guay

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Many studies show that autonomous and controlled forms of motivation lead (respectively) to adaptive or maladaptive outcomes in the school domain (e.g., Guay, Ratelle, & Chanal, 2008) depending on the level of self-determination. Most extant studies focusing on the academic domain have considered both autonomous and controlled forms of motivation either at a global level (i.e., academic) or at a specific level (i.e., a school subject like math or science). However, more recent studies have examined motivation toward clusters of specific school subjects instead of only one subject (e.g., Guay, Chanal, Ratelle, Marsh, Larose, & Boivin, 2010). This new approach addresses the question of the structure of academic self-determined motivation in ways similar to those already employed in past investigations of the structure of academic self-concept (e.g., Marsh, Byrne, & Shavelson, 1988). The problem of the structure of self-determined motivation is particularly interesting in view of results from Guay et al. (2010)

showing that students differentiate between autonomous and controlled forms of motivation in some school subjects more than in others. This paper examines the hierarchical structure of self-determined motivations in four subjects among 252 fourth-grade students. Results suggest that the more autonomous motivations (identified and intrinsic) have a more complex structure. The more complex and less global organization of the autonomous motivations (relative to controlled motivation) is consistent with the SDT view that more autonomous motivations are associated with less stereotypic and more complex processing of information (e.g., Hodgins & Knee, 2002).

SYM-12: Why Don't Students Study?

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · Location: 254

Session Chair: Richard A. Walker, University of Sydney

Discussant: Stuart A. Karabenick, University of Michigan

Organizers: Luke K. Fryer, Kyushu Sangyo University & Thomas Martens, DIPF

"Not studying", although a seemingly straightforward problem, comes in many forms and has a range of potential antecedents. The first paper explores the role of self-efficacy and autonomous motivation on academic procrastination in an Israeli elementary school. Regression analysis revealed that students with both high and low self-efficacy procrastinate less often when adopting an autonomous orientation towards their studies. These results suggest that improving students' self-efficacy is not sufficient to address procrastination issues in early schooling. A more autonomous orientation towards independent study is related to less procrastination and therefore an essential part of any answer to this question. The second paper examines amotivation in the context of compulsory e-learning at one university in Japan. Students reported themselves as being amotivated by Effort belief related reasons. After controlling for prior ability and self-concept, female students were less likely to be amotivated and teachers had a significant effect on students' amotivation. Results suggest that teachers have the responsibility to and can be efficacious in ameliorating the negative effect of effort beliefs towards studying online. The final research was carried out at one German university. Researchers aimed to confront the fact that many students are unwilling to invest the time necessary to learn effectively. Person-centered analysis resulted in 5 groups of students. Students within the negative learning motivation group had surprisingly high achievement and reported investing considerable time in their studies. It is theorized that students exhibiting amotivation for their studies may employ time strategies to compensate for their maladaptive motivational regulation.

SYM-12: 1

"I'll do it later": The Role of Students' Autonomous Motivation in the Relations between Self-efficacy and Homework Procrastination

Idit Katz, Keren Eilat, Noa Nevo

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Procrastination on academic tasks is a common maladaptive behavior that has been investigated primarily in undergraduate students. In this study, we investigate this phenomenon in elementary school students, aiming to explore the role of motivation in the relations between self efficacy and procrastination. One hundred seventy-one fifth-grade students completed questionnaires assessing the type of motivation they have for homework, the level at which they procrastinate on homework, and their self efficacy regarding homework. The results indicate that autonomous motivation mediates the

relations between self-efficacy and procrastination. Moreover, a regression analysis revealed that students with higher and lower self-efficacy procrastinate less when adopting autonomous type of motivation. These results highlight the importance of students' type of motivation for homework, suggesting that in order to avoid procrastination it is not enough to address students self- efficacy, but it is necessary to help them adopt a more autonomous type of motivation for homework.

SYM-12: 2

E-learning: Why students don't want to study

Luke K. Fryer, Hiroyuki Bovee, Kaori Nakao

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Despite the widespread use of e-learning in higher education, little is known about the motivational orientations of learners who are required to use e-learning in a compulsory context. In this study, an adapted version of Legault's Academic Amotivation Inventory (AAI) was administered to students at a Japanese tertiary institution (n = 953) in order to measure amotivational orientations toward compulsory computer-assisted language learning (CALL). The dimensionality of the adapted AAI in this context was assessed via exploratory and confirmatory factor analysis, resulting in a questionnaire that reliably measures three sources of amotivation: ability beliefs, effort beliefs, and task value. Structural equation modeling was employed to measure the effect of background variables (gender and department), teacher, English language self-concept, and English language ability (both measured 2 months prior). Preliminary results indicate that prior English ability and English language self-concept have no significant effect on students' self-reported amotivation, while gender and teacher both show small positive effects. Descriptive statistical results establish that English ability beliefs and task value in regards to the CALL were, on average, not sources of amotivation; students' effort beliefs however, were. These preliminary results highlight the importance for teachers, in this compulsory context, to clearly outline the time and effort required to complete the CALL tasks while emphasizing the fact that they can be completed with a reasonable expenditure of effort. We feel the study fits well within the self-determination theory motivational framework and draws attention to the need for further research on amotivation in compulsory educational contexts.

Wednesday

SYM-12: 3

Academic Motivation and Amotivation: the Interplay of Time Investment and Motivational Regulation

Thomas Martens¹, Christiane Metzger², Rolf Schulmeister²

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The starting point for this investigation was the hypothesis that university students don't invest enough learning time.

In the first study 57 bachelor students of business administration in their first year were asked to fill out web-based time budget forms on a day to day basis for a period of 5 month. The results of the time budget analysis showed that most students do not meet the planned workload and no statistical correlation between the applied study time and academic success (grades) were detected.

In the second study the motivational regulation was investigated: which pattern of

SYM-13: 1

Young children and self-regulated learning in a naturalistic school-setting: a microanalytic approach

Uta Wagener

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Metacognition and self-regulated learning play an important role in learning and are an important predictor of learning outcomes. The presented study examines children in the first and second year of school in Germany (aged 6 to 8) in their daily classroom contexts. Methods of video observation and interviews are used in a microanalytic approach to learn more about young children's self-regulated learning and to enlighten different facets of their competencies in this area. Results of this qualitative study show that children are metacognitively active in their learning process. They know and use different criteria for the evaluation of their work and they reflect about task properties and their own skills. However, these activities did not always occur in a way that was likely to promote learning effectiveness. Sometimes children focused their monitoring and regulation on aspects that are not central to the task, or they used it in the pursuit of non-learning goals. Nonetheless, these young children showed motivation, metacognitive knowledge and the use of strategies that are a basis for their further development as self-regulated learners. It is argued in this presentation that it is of great importance to consider children's multiple goals, including social goals in the analysis as well in attempts to foster and promote self-regulated learning.

Wednesday

SYM-13: 2

Young children's causal attributions of competence in authentic classroom situations

Arttu Johannes Mykkänen¹, Sanna Järvelä¹, Nancy Perry²

¹University of Oulu, Finland; ²University of British Columbia; arttu.mykkanen@oulu.fi

The present study investigated how young children attribute their competence concerning their successful moments in everyday classroom activities. Twenty four primary school students were followed over seven weeks. Video observation data was collected in classrooms to catch moments where children succeeded in various school related tasks. After the videotaped sessions stimulated recall interviews were conducted in order to ask children's views of causal attributions concerning their competence in moments of success. The results show that children's competent academic performance underpinned internal, controllable and stable perceptions of competence such as understanding of the task and confidence to own abilities. Results of this study contribute to the pedagogical design of classrooms supporting young children's self-regulated learning and competence beliefs.

SYM-13: 3

Emotion regulation strategies influence subsequent performance in children: An experimental approach

Catherine Gunzenhauser, Antje von Suchodoletz

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Regulating emotions is an important part of self-regulated learning. However, emotion regulation can involve cognitive costs. According to the ego-depletion perspective, self-control is a limited resource that can get depleted, resulting in poorer performance in

practice, during which musicians focused on specific goals with immediate feedback and repetition. Passion research investigated the mediational role of deliberate practice and passion within expert classical musicians to explain the high level of commitment necessary to attain a performance career. Obsessive-passionate (OP) musicians, who were thought to be motivated by social comparison, were found to spend less time doing deliberate practice and derived less satisfaction from practice than did harmonious-passionate musicians (HP) who were motivated by skill acquisition. The goal of this study was to establish whether the HP or the OP undergraduate applied music students (N = 36) at three U.S. universities reported the highest amount of deliberate practice. Multiple regression analysis, using two self-report scales, the Passion Scale Adapted for Musicians and the Deliberate Practice Satisfaction Scale, indicated that the HP musicians were more positively correlated with deliberate practice than were the OP musicians, thus supporting the passion research by Bonneville-Roussy, Lavigne, and Vallerand (2010).

SYM-14: 2

Persistence in Higher Musical Education: Influences of Autonomy-Support and Passion

Arielle Bonneville-Roussy

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A growing body of research has investigated the links between learning environments, students' motivation and persistence in higher education. In line with Self-Determination Theory (SDT), persistence that students display towards their own schooling could be partly explained by the autonomy-supportive interpersonal style adopted by their teachers. In addition, the Dualistic Model of Passion (DMP) posits that the development of an harmonious or an obsessive passion could be facilitated by the levels of autonomy-support experienced by students. In turn, the two types of passion have been linked with persistence in various domains. However, the processes by which autonomy-support and passion are linked to educational persistence are currently unknown. The main aim of this study was to examine a model linking autonomy support, passion and persistence in a college music program using a 4-month prospective study design. Autonomy support from music teachers was expected to lead to harmonious passion towards music and to persistence in music. On the contrary, less autonomy-supportive environments were expected to lead to obsessive passion and to undermine persistence. The results mainly supported these hypotheses. The impact of autonomy support and passion in persistence in music and in other educational settings will be discussed.

SYM-14: 3

Self-Determination Theory in Music: A 10-year longitudinal and retrospective study of motivation to learn a musical instrument.

Paul Evans

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The role of basic psychological needs (a component of self-determination theory), commitment, and practice were examined as a means of studying children's motivation for learning a musical instrument over a period of 10 years. Participants (N = 157) began learning a musical instrument in 8 primary (elementary) schools in Sydney, Australia, and the role of music in their lives was examined longitudinally as they either continued learning or undertook other activities, as well as retrospectively when the participants

were entering young adulthood. In a multivariate analysis, satisfaction of basic psychological needs (competence, relatedness, and autonomy) was significantly lower when the participants were deciding to cease music learning, compared with when they were most highly engaged in music. The finding was supported by a content analysis of participants' self-reported reasons for ceasing music learning. Furthermore, the children's long-term commitment to learning a musical instrument was assessed before they began learning, and this interacted with the amount of practice they eventually undertook in predicting their achievement after 3 years, as well as how long they actually sustained music learning activities within a period of 10 years, suggesting that both commitment and practice are necessary if music learning is to be sustained. Theoretical explanations involving self-determination theory and possible selves are posited. The findings demonstrate the importance of basic psychological needs, autonomy, and identity in learning a musical instrument. A research agenda for mapping self-determination theory in music is advanced.

SYM-15: Teachers' Motivation as related to Teacher-Researcher Collaborative Research on Student Motivation

Time: Wednesday, 29/Aug/2012: 1:30pm - 3:00pm · *Location:* 457

Session Chair: Julianne Turner, University of Notre Dame

Discussant: Maarten Vansteenkiste, University of Gent

Organizer: Julianne Turner, University of Notre Dame

There is a frustratingly persistent gap between knowledge generated from motivation research and what takes place in classrooms. It is not sufficient for researchers to understand the processes underlying adaptive engagement; this knowledge must find its way into classrooms. One of the challenges to teachers applying motivational theory and research to their classroom practices is that many find theoretical concepts and theory-driven recommendations alien to their experiences, beliefs, and perspectives. One way to address this challenge is for teachers and researchers to work together to affect student motivation. The symposium will address four projects in which researchers and teachers have worked together to affect change in some aspects of teachers' classroom practices. All projects were guided by motivation theory and research, and researchers sought to create respectful relationships with teachers that valued their experiences and perspectives and encouraged their autonomy. The goal was that these interventions would result in fundamental changes in teachers' motivation and commitment to apply and sustain the practices. Through the process of implementing the interventions, each research group has learned much about working with teachers to apply motivational research and theory to classroom practice. This has included identifying issues not typically discussed in motivation scholarship, but which are integral to the success of the intervention. Together, the presentations will provide a framework for integrating theory and research on teachers' motivation for promoting more effective utilization of motivation research. This framework may lead to better utility of motivation research for educational practice.

SYM-15: 1

Maintaining Instructional Practices when the Intervention is Over: The Role of Teacher Beliefs

Helen Patrick, Panayota Mantzicopoulos

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The context of our presentation is a successful three-year intervention in which researchers and teachers collaborated to develop integrated literacy and inquiry lessons for students during the first year of school. The project's objectives included fostering students' science learning and motivation and teachers' motivation for teaching science. Considerable research evidence shows our objectives were met, and fidelity observational data showed that all intervention teachers were using the central practices. However two years after the project ended, participating teachers were not continuing to use many of the practices developed during the intervention. In this study we investigate reasons the practices were not maintained. We focus on four teachers who participated in the intervention for the entire three years. Data for the present study were semi-structured interviews conducted individually with teachers at the end of the first and last years of the project, and again two years after the project had finished, in addition to science lessons videotaped throughout the project. Our findings indicate that teachers' beliefs about students' development and the kinds of instruction that are reasonable for their development play a key role in the continued use of previously adopted instructional practices. Thus, this study suggests that even long-term collaborations, where researchers and teachers work together to instantiate recommended practices and principles in classrooms, may not be sufficient to promote teachers' continued use of those practices. It appears necessary to also consider teachers' beliefs about their students' development and the kinds of instruction that are reasonable for their development.

SYM-15: 2

Supporting Teachers' Autonomy in a University-School Collaboration

Julianne Turner, Hayal Kackar

University of Notre Dame, United States of America; jturner3@nd.edu

Teachers' motivation to learn new ways of thinking and acting are requisite to the success of any school- university collaboration. Therefore researchers must support teachers' motivation while providing opportunities to think differently about their practice. The context for this paper is a 3-year school-university collaboration to support students' engagement in learning. During the first year, researchers introduced constructs related to student motivation and how they could be enacted during instruction. During the second year, to promote teacher ownership, researchers asked teachers to lead the project and tailor the strategies and interpretation of theory to their unique needs. We facilitated the formation of teacher learning communities (TLCs) in each subject area with group members choosing one member as "coach." Coaches were to lead colleagues in activities, planning and discussion around the motivational principles. After each of four TLCs, we conducted interviews with coaches about their goals for the TLC, satisfaction with the TLC, their coach role, and strategies for working with colleagues. In this paper we analyze the interviews of two teacher coaches over the year. The coaches differed remarkably in their goals for and roles in the TLC, and often from the original intent of the research design. The analyses reveal both the necessity and challenges of providing teacher colleagues with autonomy to interpret and enact the goals of a university-designed project. Significant for theoretical debate is how to support and guide

teachers through theory and activities that are unfamiliar and, at the same time, support their autonomy.

SYM-15: 3

The Contribution of Design-Based Collaborative Research on Students' Identity Formation to Teachers' Motivation to Learn Theory and Apply it in Practice

Mirit Sinai¹, Avi Kaplan², Hanoch Flum¹

¹Ben Gurion University of the Negev, Israel; ²Temple University; msinai@zahav.net.il

The current presentation concerns a persistent and formidable challenge to motivational research in education: Teachers' motivation to learn about motivation theory and to apply it in their practice. This study employed a design-based approach in which the theoretical concepts and their practical implications constitute content for an open collaborative dialogue among researchers and educators as they design practice aiming to promote adaptive student engagement. This collaborative approach builds on educators' autonomy, competence, and relatedness (Ryan & Deci, 2000), and promotes the teachers' as well as the researchers' identity exploration (Flum & Kaplan, 2006), through affording the educators' voice, knowledge of the context, and perspectives on teaching and learning equal status to the researchers' conceptual and empirical knowledge in the interpretation of theory and the design of educational practice (Kaplan, Katz & Flum, 2012). The research contributed simultaneously to educators' ownership over the conceptual understanding and practical design, to the researchers' insight into motivational processes, and to the improvement of educational practice and students' engagement. The study described focused collaborative work with two teachers aiming to promote 9th-grade students' identity exploration (Flum & Kaplan, 2006) in two academic domains: literature and math. Analysis of data from protocols of the researcher-educators' meetings, observations of lessons, and in-process and summative interviews with the teachers, demonstrated how the theoretical concepts and processes provided the teachers language to conceptualize and elaborate on practices they engaged before the intervention and motivation for incorporating the theoretical understandings in new practices

SYM-15: 4

Teachers' difficulties in using scaffolding to create opportunities for student engagement and strategy learning

Anu Kajamies, Marja Vauras, Riitta Kinnunen

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This paper aims to show whether teachers do create genuine learning opportunities for the low-achieving students to promote engagement and to reach higher levels of independent functioning, and to display real-time coordination between teacher and student situational motivational engagement during a reading comprehension intervention. Further, it illustrates how dynamic instructional match/mismatch can be analyzed with the State Space Grid (SSG) technique, which is particularly well-suited for the analysis of multimodal patterns of real-time interaction observed during developmental transition phases. Low-achieving students (n = 57) were selected from 437 ten-year-olds on the basis of the pre-test scores in reading comprehension and motivational vulnerability. Pre-, post-, and follow-up tests indicate significant intervention effects on students' reading comprehension with rather large variability. Preliminary

aaaaaaaaaaaaaaaaaa Abstracts aa

interaction analyses show that the teachers had difficulties in acting sensitively and flexibly and finding a dynamic match regardless of the guidance provided to them in counseling sessions. Reading comprehension was mainly practiced at low levels with too little opportunities at the higher levels. In addition, indications of the students' and the teachers' motivation were coded, thus making it possible to relate scaffolding analyses in synchrony to motivational dynamics. The interaction patterns will be further related to teacher evaluations of students' motivational orientations before, during, and after the intervention. Outcomes of these analyses to understand consequences of instructional mismatches for detrimental effects both on the students and the teachers' motivation, and with their implications to challenges for instructional interaction and teacher training will be discussed in the presentation.

PAP-11: Affect and Emotion Regulation

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 251

Session Chair: Berit Irene Lasseen, Aarhus University

PAP-11: 1

Motivational factors as predictors of student approach to learning

Berit Irene Lasseen

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Background and aim: Research indicates that both self-efficacy and test anxiety may influence student performance. There is also evidence to suggest that students' approach to learn, i.e. whether they adopt a deep or surface approach influence learning outcome. There is, however, little research exploring the possible influences of self-efficacy and test anxiety on study behavior in higher education. Increasing our knowledge about these associations could improve our understanding of the processes and mechanisms involved in learning and academic performance.

Methods: 1181 undergraduate and graduate students (response rate: 87.5 %) completed a questionnaire package assessing self-efficacy and test anxiety, together with a Danish version of the revised Study Process Questionnaire (R-SPQ-2F) and a number of other variables. The associations were analyzed separately with linear regressions and multivariate hierarchical regression analyses, adjusting for the remaining variables.

Results: Both self-efficacy, test-anxiety, and perception of the teaching environment appeared to be strong independent predictors of student approaches to learning even when controlling for other motivational factors.

Conclusion: Although successful learning largely depends on knowledge and skills, factors such as self efficacy and test anxiety play an important role as predictors of students' learning approaches, and subsequent learning outcomes. Because students are not always internally motivated, they sometimes need the situated motivation provided by the institution, and by understanding the role of these factors, we may improve our ability to create learning environments that provide opportunities for students to experience progress in their learning.

Wednesday

How does emotion regulation impact on self-regulated learning?

Anne-Kathrin Scheibe, Bernhard Schmitz

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Since negative emotions have been found to have detrimental effects regarding overall academic achievement, dealing with emotions in terms of adaptive emotion regulation is presumed to be a basic prerequisite for self-regulated learning (SRL). Studies based on the strength model of self-regulation suggest that emotion regulation (ER) and self-regulation compete for the same limited resources; yet positive emotions can counteract the depletion of resources (ego depletion). The objective of the present study (N=61 students, $M_{age}=24.3$, $SD=4.6$) was to examine the impact of ER-strategies that differ in their differential efficacies (=ability to modulate negative and/or positive emotions) on important components of SRL within an experiment. In all groups a negative emotion was induced by means of a film clip about animal testing (affect $\eta^2=.81^{***}$; heart rate $\eta^2=.32^{***}$). Subsequently, participants worked on a learning task that required SRL. We compared two experimental groups that used ER-strategies with differential partial efficacies (cognitive reappraisal, expressive suppression) during the film and a control group (non-regulation). Although instruction compliance was lower in the reappraisal group ($\eta^2=.31^{***}$), participants in this condition experienced more positive emotions after the film ($\eta^2=.09+$) and had more self-regulatory resources available ($\eta^2=.10^*$) than did participants in the suppression condition. In the subsequent learning phase participants with high post-film resource availability were better with respect to SRL-components than low-resource participants ($\eta^2=.08^*$). Reappraisal has proved to involve more positive emotions and to be favorable for self-regulatory resources and SRL. Further favorable strategies need to be identified in future studies.

Insights on the dual role of affect in motivation. A study on Self Determination Theory.

Leen Vandercammen¹, Joeri Hofmans¹, Peter Theuns¹, Peter Kuppens²

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Although affect is a major contributor of motivation, it has -not yet explicitly- been included in Self Determination Theory. Until present, studies within the framework of Self Determination Theory that did consider affect, only differentiated between negative and positive affect.

An experience sampling methodology was applied in a 7 consecutive days study where 50 Australian participants reported their affect (happy, relaxed, depressed, anxious) and motivational behavior at random time intervals.

It was concluded that affect is both a cause and a consequence of motivational behavior. Moreover, affect related differently to motivation as a cause than as a consequence, e.g. "feeling depressed" had a negative causal relationship with "controlled motivational behavior", while it was not a consequence of controlled motivation. It was also found that different kinds of positive and negative affect were related differently with controlled motivation. "Feeling happy" did not cause "controlled motivational behavior", while "feeling relaxed" had a negative causal relationship with controlled motivation. Anxious feelings were positively causally related to controlled motivational behavior, while depressed feelings were negatively causal related to it.

In conclusion, this research gives some new insights concerning the role of affect in Self Determination Theory . First, affect is both a cause and a consequence of motivation. Second, affect should not just be considered as either positive or negative. Future self determination research should take into account both insights by incorporating different kinds of affect as cause and consequence of motivation.

PAP-11: 4

Changes in competence beliefs and value beliefs predict changes in enjoyment of learning

Alex Buff, Iris Dinkelmann

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Emotions are considered as an integral component of virtually all school-related activities of students, and are assumed to play a central role in learning processes (cf.

Linnenbrink, 2006; Schutz, Hong, Cross, & Osbon, 2006). Until a few years ago, empirical research dealt almost exclusively with test anxiety (cf. Pekrun, Goetz, Titz & Perry, 2002a; Pekrun & Schutz, 2007). Recently, however, interest in positive emotions such as the enjoyment of learning in everyday school life has grown considerably (cf. Buff, Reusser, Rakoczy, & Pauli, 2011; Pekrun, Goetz, Titz & Perry, 2002b). The current contribution focuses on the importance of subjective competence and value beliefs for the development of enjoyment of learning in mathematics.

Wednesday

The Control-Value Theory of Achievement Emotions (cf. Pekrun, 2000, 2006) deems subjective competence and value beliefs to be central antecedents of the enjoyment of learning and postulates that more positive competence and value beliefs are also accompanied by greater enjoyment of learning. By means of latent-change models (cf. Steyer, Partchev & Shanahan, 2000), the contribution examines in particular the “change-change” assumption that positive changes in competence and value beliefs lead to positive changes in the enjoyment of learning.

Data are analysed of approximately 430 students. Data collection took place from November 2008 to May 2010 during the sixth and seventh school year. In first analyses, it can be confirmed that positive changes in competence and value beliefs bring with them positive changes in the enjoyment of learning.

PAP-12: Feedback

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 254

Session Chair: Birgit Harks, German Institute for International Educational Research

PAP-12: 1

Effects of a reattribution training on learning in young children - combining educational and neuroscientific research

Barbara Moschner, Andrea Anschuetz, Jale Oezyurt, Christiane M. Thiel

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Feedback is a major topic in educational, cognitive and neuroscientific research and is of high relevance for every day educational practice. Focusing feedback processes, a pre-post treatment-control group design is implemented in our study to analyse the effects of a reattribution training in 10 to 13 year old children. The aim of our study is to investigate effects of feedback given by trained teachers on learning outcomes in comparison to the

feedback given by untrained teachers. For this reason we tested 418 children between the ages of 10 to 13 years in their natural school setting with an experimental learning task with different kinds of feedback (affective and corrective) before and after the training. 30 of these children were tested with fMRI.

First analyses of our data show that training effects were obvious in the behavioural and the neural data. Behavioral results show that only highly affective feedback impacts performance in the following trials. We show compelling evidence that a reattribution training improves performance in highly affective conditions which are associated with signal changes in brain areas involved in the processing of affective and self-relevant information, respectively. To our knowledge, this is the first fMRI study demonstrating that emotional motivational training has a significant influence on negative feedback processing in children.

PAP-12: 2

The effects of trained 2x2 achievement goals on task continuation after goal achievement feedback

Gera Noordzij¹, **Edwin A.J. Van Hooft**², **Heleen Van Mierlo**¹, **Marise Ph. Born**¹

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Given the importance of goal achievement in work, school, and other related settings, training achievement goals and investigating the effects on task continuation can give better insight in the processes by which successful task performance and goal achievement can be increased. Based on the achievement goal framework (Elliot & McGregor, 2001) we developed four different training courses distinctive in climate and goal setting. After training, participants performed a computer task and received feedback on their goal achievement (success or failure). We hypothesized that mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance achievement goal training and the nature of feedback have distinct implications for subsequent task continuation. Using a 2x2x2 experimental design with 161 students from a large University in the Netherlands, we found partly support for these predictions.

Participants who were trained to set mastery approach or avoidance achievement goals showed significantly longer task continuation after feedback compared to participants who were trained to set performance achievement goals. Participants who received negative feedback showed significantly longer task continuation compared to participants who received positive feedback. However, there was no significant interaction effect between achievement goal training and feedback, although the results were in the expected direction showing that mastery-approach achievement goal training results in the longest task continuation after negative feedback. We discuss the implications for work and school settings.

Indirect and moderated effects of feedback on motivation and achievement

Birgit Harks¹, Katrin Rakoczy¹, John Allan Hattie², Eckhard Klieme¹

¹German Institute for International Educational Research, Germany; ²The University of Melbourne, Australia; harks@diipf.de

The powerful impact of feedback on learning has been demonstrated in many studies. However, relatively little is known about whether and how innovative feedback methods – like criterial feedback (localizing student's performance in a competence model) and process-oriented feedback (providing information on individual strengths, weaknesses and strategies) – positively affect motivation and achievement compared to feedback usually given in instruction (social-comparative feedback, providing grades). The moderation of such feedback effects by motivational variables and their mediation via processing components as perception of feedback's usefulness have been seldom studied.

The present study investigates whether (1) criterial/process-oriented feedback is perceived as more useful than social-comparative feedback, (2) there are indirect effects from criterial versus social-comparative feedback/process-oriented versus social-comparative feedback on achievement development and motivation via perceived usefulness, (3) indirect effects of criterial versus social-comparative feedback differ from indirect effects of process-oriented versus social-comparative feedback, (4) indirect feedback effects are moderated by interest and self-efficacy.

216 ninth graders were assigned to a process-oriented, criterial or social-comparative feedback condition. Achievement was assessed by tests, mediating and moderating variables were measured by questionnaires.

Results of path analysis show that (1) criterial and process-oriented feedback are perceived as more useful than social-comparative feedback. (2) There are indirect effects of criterial versus social-comparative feedback/process-oriented versus social-comparative feedback on achievement development and motivation via perceived usefulness. (3) Indirect effects of criterial versus social-comparative feedback do not differ from indirect effects of process-oriented versus social-comparative feedback. (4) Indirect effects are influenced by student's interest and self-efficacy.

Rewards are not always bad for fun: Challenging the undermining effect using task-congruent rewards

Susanne M. Steiner, Friederike X. R. Gerstenberg, Hugo M. Kehr

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If people are rewarded for tasks they enjoy, they may enjoy those tasks less: Extrinsic rewards have the potential to undermine one's intrinsic motivation. Multiple studies have verified evidence for this undermining effect. In particular, the negative effect of tangible rewards on intrinsic motivation appears to be incontrovertible. However, thus far, the harmful effects of different tangible rewards have not been compared. The purpose of the present research was to close this research gap, and to find out whether there are classes of tangible rewards that do not harm intrinsic motivation.

Our basic assumption was that rewards only undermine intrinsic motivation as much as they are thematically unrelated to the task. These assumptions are based on attribution theory and the compensatory model of motivation and volition. We hypothesized that only task-incongruent tangible rewards that are not related to the task would undermine intrinsic motivation. By contrast, task-congruent tangible rewards should not undermine intrinsic motivation.

We conducted three studies to verify these assumptions: Whereas Studies 1 and 2 were conducted in a laboratory setting; Study 3 was conducted in an educational setting. The findings provided a high degree of support for our assumptions. Studies 1 to 3 revealed that task-congruent rewards do not undermine intrinsic motivation, whereas task-incongruent rewards do. Furthermore, Study 2 revealed that task-incongruent rewards tend to undermine intrinsic motivation regardless of whether they are monetary or nonmonetary. Beyond the positive effect of task-congruent rewards on intrinsic motivation, Study 3 also revealed a positive effect on performance.

PAP-13: Scales and Development of Goal Orientation

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 311

Session Chair: Marina Serra Lemos, Universidade do Porto

PAP-13: 1

Development of motivation in secondary education: Effects of learning environments

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Research has shown that the motivation of students changes during their secondary education period. Several studies have indicated that, on average, students' motivation decreases. However, there are also some indications that this trend is not inevitable and that students' learning environment (LE) could play an important role. In the current study, students of pre-vocational education were followed from entrance to the end of their first year in secondary education. Attention was paid to students' motivation as well as characteristics of their LE. A total of 960 students, 20 math classes and 20 Dutch classes belonging to 10 pre-vocational schools in The Netherlands participated in the study. Self-determination theory was used as the encompassing theoretical framework and guided the selection of motivational and LE characteristics. In addition, attention was paid to types of LE (LE based on social-constructivist ideas, LE based on traditional whole class instruction and direct instruction ideas, and LE with mixed characteristics). Multilevel modeling was used to analyze the data. Results indicated that the autonomous motivation of pre-vocational students, in contrast to students of academic tracks, increased during the first months of secondary education. This tendency was most pronounced for social-constructivist LE. Furthermore, the importance of prior to subsequent motivation differed between classes and LE characteristics (teacher involvement, and to a lesser extent also structure and autonomy support) could explain differences in the development of motivation. Additional analyses revealed that basic needs satisfaction was the main explanation for the effects of LE.

aaaaaaaaaaaaaaaaaaaa Abstracts aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa

PAP-13: 2

Pupils' Academic and Non-academic Trait and State Goals – Validation of a New Inventory

Kathrin Bürger¹, Marold Wosnitza², Peter Ludwig¹, Manfred Schmitt¹

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Achievement goal research revealed a broad disagreement regarding the conceptualization of goals as traits or states. It was assumed that each goal comprises both a trait and a state component. Trait goal-components are relatively stable characteristics whereas state goal-components react sensitive to contexts and may therefore fluctuate. This paper examined the validity and reliability of a measure of pupils' multiple trait and state goal-components (mastery, performance, affiliation, and work avoidance goals). In study 1, exploratory factor analyses indicated the construct validity of this inventory (N=206) subsequently to a multi-staged item-selection process. Study 2 was conducted with a longitudinal design. Pupils completed both trait as well as state questionnaires in different weeks (N=367). Measurements were repeated after a 12-weeks interval for each state and trait goals. State goals referred to a specific lesson whereas trait goals referred to school in general. The examination of the latent structures of the trait as well as the state goal-components confirmed a four-factor solution for both. Scale reliabilities were robust for all goal subscales. The correlations between trait as well as state goals and other state and trait measures proved the concurrent and discriminant validity of the inventory. Thus, it offers a brief, internally consistent and valid self-report measure of pupils' academic and non-academic state as well as trait goal-components. Theoretical benefits of investigating both goal-components were outlined for practitioners and for research. Since repeated state goal experiences are supposed to alter the trait goal, more research is necessary to explore antecedents of state goals.

PAP-13: 3

Analysis of the evolution and adaptability of students' multiple goal profiles at the transition from compulsory to secondary education

Teresa Gonçalves¹, Marina Serra Lemos², Markku Niemivirta³

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Student's goal priorities are presumed to modify throughout schooling, as a function of individual development and of changes in the school context factors. Yet, little is still known about the development of student's goal along schooling, and much less about whether and how whole, complex profiles of multiple goals change as students move on to higher grade levels.

The present study analyzed, within a longitudinal design, the evolution of student's multiple goal profiles (composed by three achievement goals – mastery, performance approach, and performance-avoidance goals - and two social goals – prosocial, and social responsibility goals) at the transition from compulsory to secondary education. , trying to identify patterns of continuity and of typical changes.

Moreover, considering that the beneficial effects of particular goal orientations may depend on the types and demands of the instructional contexts and activities (Midgley, Kaplan & Middleton, 2001) this study also analyzed the differential adaptability of the diverse goal profiles to the different school-levels. The adaptability of the various goal

PAP-14: Collaborative Learning

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 454

Session Chair: Karen Kimmel, RWTH Aachen

PAP-14: 1

Emotion regulation in online assessment-motivated collaborative learning

Ana Remesal

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This study presents the analysis of the emotions appearing in assessment-motivated collaborative online learning. The connection between emotions and learning has been studied in the last decades mostly related to assessment situations. These previous works, however, do not study the online context. In contrast, pioneer studies of online-emotions do not focus on assessment; actually, generally speaking they rarely consider learning situations at all. This study addresses both shortcomings using the concept of distributed emotion. A case study is presented for which 34 teacher-students and their instructor spontaneously established class norms of motivated collaborative online learning which took place in an online forum within the LMS Moodle. The interaction of participants in the virtual space is analyzed from a mixed approach. Four different techniques of analysis were applied: analysis of individual participation, chronological structural analysis, content analysis of forum interaction, and discursive analysis of the devices of emotional communication that the participants develop in the joint activity. Results of the study point to different elements that might foster the emotional processes shared in the virtual space. The emergence of 'emotional roles' in the group -both positive and negative- helps the participants to move forward in the learning process. This study is a first brick stone towards the understanding of distributed emotional processes in the context of virtual learning, particularly of those emotions related to the assessment of learning. This work, hence, contributes to the better global understanding of online learning situations.

Wednesday

PAP-14: 2

Motivational regulation in small group work: looking for balance

Ana Remesal¹, Thomas Martens²

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This study departs from a sociocultural comprehension of motivational phenomena during the learning process. We understand that the individuals' inner activity cannot be extracted from the actual context of interaction, if we intend to find ways of improvement of motivational processes, so that dropouts are minimised. We present an innovative proposal designed for improving collaborative work competence in teacher education. The proposal grounds on enhancing the individual as well as the group awareness of motivational processes. For such purpose a particular online version of a motivational questionnaire was applied (QWIGI), which provided the participants with visual feedback of their own motivational processes in contrast with the small group to which they belonged. The study is designed with a mixed-method approach. Quantitative results of the study have been presented previously, so the main goal of this paper is to compare and contrast the quantitative results of the study with interpretive results of qualitative data, such as open evaluation questionnaires, group self-reports, and interactional data in online forums. The course was developed with a problem-based learning methodology, which challenged the students in the need of organising their own

effects. The significance of the study resides in the explanation of a relatively large part of the variance of SoC (27%) and of knowledge sharing acceptance (33%) by connecting SoC with CoP attributes. Methodologically, it applies social network analysis to measure centrality in CoP, which has been seldom done in previous research. Finally, the study contributes to the validation of SoC conceptualization and measurement in face-to-face CoP, and in two different European cultures. For educational practice, the study suggests that interpersonal knowledge may be a major factor of knowledge sharing motivation in academic CoP.

PAP-15: Physical Education and Music

Time: Wednesday, 29/Aug/2012: 3:30pm - 5:00pm · *Location:* 457

Session Chair: Lynn Van den Berghe, Ghent University

PAP-15: 1

Need support and need thwarting in physical education: Do general causality orientations of teachers matter?

Lynn Van den Berghe¹, Bart Soenens¹, Maarten Vansteenkiste¹, Nathalie Aelterman^{1,2}, Greet Cardon¹, Leen Haerens¹

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Because the quality of teaching behavior (i.e., motivating or de-motivating) in physical education relates to a variety of student outcomes, it is important to gain insight into the dynamics of antecedents of teaching behavior. This study explores the relationship between the general motivational orientation of 79 PE teachers and their observed teaching behavior in a physical education class. Teaching behavior is examined from a self-determination theory perspective, using an observation tool including need supportive and need thwarting dimensions. After controlling for teacher and student background variables, controlled orientation related negatively to overall need support and provided structure during the learning process and positively overall need thwarting, control, and cold interactions. No convincing associations were found between an autonomy orientation and teaching behaviors. These results suggest that designing effective interventions might be a challenge for controlled oriented teachers not only because they engage less often in need supportive and more often in need thwarting behaviors, but also because they might be less open to incorporate messages given in such intervention programs. Possible explanations for the non-existence of the relationship between autonomy orientation and teaching behavior will be discussed in the presentation. This study is one of the first studies investigating antecedents of teacher behavior in relation to observed teaching behavior, simultaneously focusing on the bright (need supportive; motivating) and darker side (need thwarting, de-motivating) of teaching behavior in physical education.

Wednesday

PAP-15: 2

Quality of motivation and objectively assessed physical activity levels in PE: Dimensional and person-centered approach

Nathalie Aelterman, Maarten Vansteenkiste, Lynn Van den Berghe, Leen Haerens
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Despite evidence for the utility of Self-Determination Theory (SDT) in Physical Education (PE), few studies used objective indicators of physical activity and mapped out between-

class, relative to between-student, differences in physical activity. In addition, most previous SDT studies in PE adopted a variable-centered rather than a person-centered approach. The current paper presents two studies. Study 1 investigated associations between quality of motivation and objectively assessed physical activity levels and rated collective engagement in PE at both the class- and the student-level. Study 2 aimed at mapping out different motivational profiles of students to participate in PE and examining whether these profiles differentially relate to students' physical activity and perceived need-support.

Participants were 739 students (out of 46 different classes) in Study 1 and 964 students (out of 70 different classes) in Study 2. Multilevel analyses in Study 1 revealed that students' personal autonomous motivation related positively to MVPA. Average autonomous class motivation was positively related to between-class variation in MVPA and collective engagement. Average controlled class motivation and average class amotivation were negatively associated with collective engagement. We are currently in the process of analyzing the data of Study 2 and will have those results available for presentation at the conference. These profile analyses will help to determine which groups of students are more actively engaged and experience their PE teacher as most need-supportive. Findings will be discussed in light of SDT's emphasis on quality of motivation.

PAP-15: 3

Physical activity of elementary school students – Development of German scales

Regina Staudenmaier, Stephan Kröner

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Lack of physical activity (PA) among elementary school students is an increasingly widespread phenomenon. But which factors are motivating children to be physically active? According to Ajzen's theory of planned behaviour, effects of attitude (intrinsic and extrinsic), subjective norm and perceived behavioural control (controllability and self-efficacy) are expected. However, German scales for determinants of PA in elementary students still need to be developed. Thus, we aimed at developing such in a mixed-method-design. As a first step, a qualitative elicitation study with guideline-based interviews (N = 47) was conducted. The answers were assigned a set of categories with high interrater agreement ($K_n \geq .93$). Based on these results scales were developed and piloted with N = 92 students. The reliabilities of the scales ($.62 \leq \alpha \leq .84$) are indicators of a successful scale construction. This also holds true for the statistically significant correlations of the scales with self-reported PA. In the next step, the scales were used in a larger sample (N = 409, 47.3 % girls, 51.7 % boys; age: M = 8.95, SD = 0.56). The five factors could be differentiated in a confirmatory factor analysis (CFI = .95, TLI = .93, SRMR < .05, RMSEA = .06) and the scales proved to be valid predictors for PA (R² = .42). Beyond that, longitudinal effects were examined through path analysis (N = 314), where subjective norm proved to be an important predictor of changes in PA. Implications for the use of the scales in cross-national comparisons are discussed.

Choirboys and Other Academic-Track Students—Determinants of Musical Activities at Academic-Track Schools with Different Profiles

Eva Susanne Fritzsche, Stephan Kröner, Wolfgang Pfeiffer

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What determines the musical activities of high school students? According to the theory of planned behaviour, attitudes (including intrinsic values), subjective norms (including the musical affinity of friends and parents), and perceived behavioural control (including musical self-concept) are relevant predictors. Attending a high school with a musical profile should also prove relevant. These hypotheses were tested using data from a sample of N = 2016 musically active academic-track students. In multiple-group structural equation models, a reference group of boys at schools without a distinctive musical profile was compared with girls at the same schools and with boys at schools with a distinctive musical profile. Model fit of the final model was acceptable (RMSEA = .051; CFI = .911; TLI = .916). As expected, boys at schools with a distinctive musical profile reported themselves engaged in more musical activities and that their friends and parents had a greater affinity for music. Within groups, effects of predictors were mixed. Implications for how school profiles can foster musical activities are discussed.

Wednesday

Presentations on Thursday - Abstracts

PAP-16: Self-Determined Motivation in School

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 251

Session Chair: Rolf Reber, University of Bergen

PAP-16: 1

Role of instrumental goals in determining the passion for academic activities

Takuma Nishimura, Shigeo Sakurai

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The Self-determination theory proposed two types of passion; (1) Harmonious passion, which refers to a motivational tendency to freely engage in activity and leads to positive outcomes, and (2) Obsessive passion, which refers to a motivational tendency to coercively engage and leads to negative outcomes. There is agreement that passions can be distinguished in terms of how the passionate activity is internalized in self-identity. However, we have not completely understood how each type of passion develops. Therefore, we focused on the role of instrumental goals with regard to academic activities under the assumption that passion depends on pursuing goals. Japanese students of the seventh, eighth, and ninth grades (N = 809; 419 boys and 390 girls) participated in a questionnaire survey, which contained the Passion Scale for Academic Activities (Nishimura & Sakurai, 2012), and Instrumental Goals Scale (Nishimura & Sakurai, 2012). The scale consisted of six factors with two dimensions: Time perspective (present or future) and Achievement goal (mastery, performance approach, or performance avoidance). The six factors were as follows: present mastery goals, present performance approach goals, present performance avoidance goals, future mastery goals, future performance approach goals, and future performance avoidance goals.

A multiple regression analysis revealed that harmonious passion was influenced by present and future mastery goals, and obsessive passion was influenced by present mastery, present performance approach, present performance avoidance, and future performance approach goals. We propose a new perspective on the cause of passion, in which passion is explained by differences in the pursuing goals.

PAP-16: 2

Within-person Configurations and Temporal Relations of Personal and Perceived Parent-promoted Life Goals to School Correlates among Adolescents

Athanasios Mouratidis^{1,2}, Maarten Vansteenkiste², Bart Soenens², Willy Lens¹

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Grounded in Self-Determination Theory, this longitudinal study examined the academic correlates of 7th to 12th grade students' (N = 923; 33.4% males) intrinsic and extrinsic goal pursuit as well as the type of goals that parents are perceived to promote to them. Person-centered analysis revealed three meaningful groups: A relative high intrinsic goal group, a relatively high-aspiration group, and a relatively low intrinsic goal group. Tukey post-hoc comparisons indicated that students in the intrinsic goal group scored higher on mastery-approach goals, effort regulation, and grades than students in the other two

Thursday

The Aha-experience and its Effect on Motivation

Rolf Reber, Ylva Jansen, Silje Brandvoll Haukenes

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The Aha-experience is a fascinating but little understood experience. Four features define such an experience: (1) the solution comes suddenly and (2) easily to mind; this sudden insight elicits (3) positive affect and (4) confidence that the solution is true. Topolinski and Reber (2010) combined these four attributes into an integrative account of the Aha-experience: Sudden ease of processing elicits positive affect and increases subjective confidence that a solution is true. Such Aha-experiences may be accompanied by experienced lack of control because the solution to a problem is experienced to come from outside. Finally, Liljedahl (2005) found that Aha-experiences increase interest and motivation for a subject.

In order to examine these issues, seven dimensions were assessed: suddenness, ease of processing, positive affect, confidence in the truth of the solution, control, motivation, and coping. Each question had to be answered in relation to three stages of an insight: Before the Aha-experience; during the Aha-experience; and after the Aha-experience. Twenty-one undergraduate students reported in an online questionnaire to have had an Aha-experience related to studies or school. As predicted, the scores for positive affect, suddenness, and certainty increased during the Aha-experience, compared to before. Ease of processing, along with positive affect and certainty, increased after the Aha-experience. We found that experienced control was lowest during the Aha-experience, adding lack of control as a new defining feature of Aha-experiences. Finally, supporting the findings from Liljedahl, we found an increase in motivation that lasted beyond the Aha-experience. Implications for instruction are discussed.

Thursday

PAP-17: Intervention and Self-Concept

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 254

Session Chair: Arnout Prince, University of Groningen

PAP-17: 1

Implementation of Educational Interventions: theory and practice

Arnout Prince, Marlous Tiekstra, Alexander Minnaert

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Interventions are considered to be an important part of educational research. Often in educational intervention research, the emphasis is placed on the content or the effectiveness of the intervention. The implementation of interventions, however, remains a challenging process, and is worth consideration. In this theoretical paper, based on research experiences of the authors and scientific literature, an analysis is made of the implementation process. From a social-constructivist framework, the players involved in the implementation process are considered as an interrelated web. Moreover, the importance of environmental and motivational influences on decision making processes of the players during the implementation process is stressed. Several paradoxes are exposed while analyzing the motives and interrelations of the players. These paradoxes contribute to the complexity of implementation in the educational context. Additionally, the differences of opinion over what methodological approach to use both within the scientific field and between the scientific and the educational field add to the complexity. The question is posed to what extent interventions should be scientifically credible and

to what extent societally credible. The role of the scientific community in this discussion is highlighted. Recommendations are made to the researchers to have explicit consideration for interrelatedness of the players involved in intervention implementation and to take into account the influences of both the environment as well as motivational processes when implementing interventions.

PAP-17: 2

Enhancing motivation in the first years of secondary education: a longitudinal intervention study

Jaap Schuitema, Thea Peetsma, Ineke van der Veen

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This study investigated the effects of an intervention developed to enhance student motivation in the first years of secondary education. The intervention, based on future time perspectives theory, was aimed to make students aware that what they do at school will have consequences for their possibilities in the future. The intervention has been found to be effective in prevocational secondary education (Peetsma & van der Veen, 2008; 2009). The present study extends the previous studies by focusing on all levels of secondary education and investigating the effects of the intervention over a longer period. 772 students (age 12 at the start) from secondary education participated in the study. A self-report questionnaire was administered five times during the first two years in secondary education, measuring future time perspectives, goal orientation and motivated learning behaviour. 65 students were randomly selected to participate in the interventions. During the two year period, the interventions were performed three times with each of the selected students. 32 randomly selected students were interviewed as a first control condition. The second control group consisted of the remaining 675 students who only filled in the questionnaires. The data were analysed using latent growth curve modelling. The results resembled those in previous studies; we found positive effects of the intervention on the development in motivated learning behaviour and performance approach. In addition to these studies, the present study showed that the intervention was effective in all levels of secondary education and over a period of two years.

PAP-17: 3

Motivational Outcomes for Mentors in a University-Wide Mentor Program

Susan Beltman

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This paper builds on the argument that mentoring supports motivational outcomes (MacCallum, Palmer & Beltman, 2005). The motivation of students in higher education, particularly their engagement in the first year and persistence over time, is a concern addressed by programs to develop university student participation and retention (ACER, 2010). Mentoring programs are one strategy that can support the engagement and persistence of mentees (Packard, 2004/2005). Few studies have focused on the motivational outcomes for the mentors themselves, although a number have demonstrated various personal and social outcomes (Hughes, Boyd, & Dykstra, 2010). This paper examines the benefits reported by mentors in a university-wide peer mentoring program. Data from 858 mentors from 2009, 2010 and 2011 were coded inductively and four major categories of benefits emerged: Altruistic (47.2%; e.g. enjoyed helping students), Cognitive (17.8%; e.g. developed leadership skills), Social (14.7%; e.g. developed friendship with mentees) and Personal Growth (13.8%; e.g. developed

confidence, pride). It is suggested that these benefits or outcomes may be understood in relation to different theories of motivation. For example, the personal growth outcomes link to socio-cognitive theories' concepts such as self-efficacy, and social outcomes link to self-determination theory's basic need of connectedness. Limitations of the research and ideas for further studies are discussed. It is suggested that the motivational outcomes of such mentoring programs have the potential to impact on the engagement, participation and persistence of senior student mentors

PAP-17: 4

The influence of scaffolded computerized science problem-solving on motivation

Zvia Fund

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The current study examines the motivational aspects of cognitive support for science learning while problem solving in a computerized environment. The research was carried out with junior high school students (n=430), who used a problem-solving computerized environment in science. Four scaffolding components were identified (structure, reflection, subject-matter and enrichment) and used in different configurations to construct four unique cognitive and meta-cognitive support programs based on human teaching. The support programs ranged from low (Enrichment) through intermediate (Strategic and Operative) to full support (Integrated). We compared the experimental groups to one another and to a control condition (Control). Two research instruments tapping motivational aspects were used: an attitudinal scale--administered twice to all participants; interviews at the conclusion of the study, conducted with a sub-sample of the participants (n=143). Findings indicate positive attitudes at both intervals for most groups, yet some decrease at the second interval, significant (in two measures) for the Control and Operative groups. Similarly, the reflection groups (Integrated and Strategic whose support includes reflection) favoured the less supportive Strategic support platform and the enrichment questions, while the Operative and Enrichment groups strongly preferred the full support platform and disliked the enrichment questions. The reflection groups explained their preferences by stating that they wanted to "put effort in solving the problems" and to "work hard". The Operative group preferred "the easiest way to solve the problem". Further theoretical considerations, elucidating the effects of the support components on motivation might explain the presented results. These are elaborated upon in the paper.

Thursday

SYM-16: Achievement Goals in the Sphere of Adult Learners

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 311

Session Chair: Gerda Hagenauer, Murdoch University

Discussant: Alexander Minnaert, University of Groningen

Organizers: Gerda Hagenauer, Murdoch University & Andreas Gegenfurtner, TU München

Research on achievement goals has a long history in school settings using children and adolescent samples. Research using adult samples is seldom and arguably dated. In a response to this gap, the present symposium aims to address achievement goals of adult learners. A particular focus is on advancing our understanding of antecedents, correlates, and consequences of achievement goals in adult learning contexts. Three

contexts are included in this symposium: military, college, and corporate training. First, Pulkka and Niemivirta investigate stability and change in achievement goals of 169 students in a highly competitive military educational context. Their results indicate considerable stability—approximately 60% of the students held an identical goal orientation profile over a period of four months. Second, Johnson compares goal orientations of 84 adult learners (> 24 years of age) with 94 traditional aged college students. The findings indicate that adult learners have a “hot” (i.e. affective/motivational) advantage over traditional aged students, which could perhaps add to explanations regarding the achievement gaps between the two groups. Third, Kosmajac and Gegenfurtner estimate relationships between achievement goals and transfer of learning in 4,394 participants of corporate training programs. Their results demonstrate more positive correlations in voluntary rather than in mandatory training conditions, indicating the moderating effect of attendance policy. Finally, Minnaert will offer a concluding discussion of the three presentations concerning their contributions to our understanding of longitudinal trajectories (Pulkka & Niemivirta), individual differences (Johnson), and instructional conditions (Kosmajac & Gegenfurtner) associated with achievement goals in the sphere of adult learners.

SYM-16: 1

Longitudinal Analysis of Students’ Achievement Goal Orientations and Their Role in Assessments of the Learning Environment in a Military Educational Context

Antti-Tuomas Pulkka, Markku Niemivirta

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The purpose of this study was to examine the stability and change in students’ achievement goal orientations and the relations between students’ achievement goal orientations and their evaluations of the learning environment in a military educational context. Our unique sample of 169 students came from the Finnish National Defence University (NDU). The learning environment of the NDU is very competitive, as rankings based on academic achievement dictate the individual options of studies and postings after graduation. The students’ achievement goal orientations (mastery-intrinsic, mastery-extrinsic, performance-approach, performance-avoidance and avoidance) and their perceptions of the learning environment (interestingness, teacher’s competence, quality of teaching methods, quality of pedagogical materials, satisfaction with the course, quality of evaluation, effort and attainment, and participation) were assessed twice, approximately four months apart. Four homogenous groups of students were identified on the basis of their achievement goal orientation profiles. These profiles were found to be considerably stable, as 60% of the students displayed a stable motivational profile over time, and most observed changes in group memberships were directed towards neighbouring groups. Students with different motivational profiles perceived their learning environment somewhat differently, with most differences reflecting how students viewed their own role in studying. The findings will be discussed in terms of how personal and contextual factors contribute to the development of individuals’ motivational tendencies.

aa Abstracts aa

SYM-16: 2

A Motivational Overview of Adult Learners

Marcus L. Johnson

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Two studies have been conducted to assess adult learners' motivations (goal orientations and task-values), as well as coping strategy use. It was hypothesized in both studies, that adult learners would endorse more adaptive motivations and coping strategies than traditional aged college students, since previous research suggests that adult learners achieve higher academically and utilize adaptive coping strategies and goal orientations than traditional aged college students. In the first study, 178 undergraduates (94 traditional aged students, 84 adult learners) completed assessments for demographics, coping strategy use, and achievement goal orientations (using a 2x2 framework of Achievement Goal Theory). Results of this first study suggest that traditional aged college students were most likely to endorse maladaptive emotion-oriented coping. In study 2, where adult learners' task values were being assessed and compared to traditional students' task values towards higher education, 102 undergraduates (55 traditional aged students, 47 adult learners) completed open-ended and closed-ended measures for task-values. Results indicated that both traditional aged students and adult learners expressed having utility values, however adult learners were more apt to provide greater details in how useful their education will be in the future. Overall, we conclude that the results of the two studies contribute to the argument that achievement gaps observed between adult learners and traditional aged college students can partially be explained by differences in motivational and affective characteristics, such as coping strategy use. Practical implications are discussed, along with future directions for research concerning adult learners' motivations (specifically achievement goals).

Thursday

SYM-16: 3

Attendance Policy Moderates the Influence of Achievement Goals on Transfer of Training

Nikola Kosmajac, Andreas Gegenfurtner

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The present study examines how attendance policy moderates the influence of achievement goals on the transfer of training in corporate settings. Based on the notion of autonomy in Basic Psychological Needs Theory, we expected that trainees who attended training programs voluntarily would show more positive correlations between mastery-approach goals and transfer; by contrast, we expected that trainees who attended training programs mandatorily would show more positive correlations between performance-approach goals and transfer. A meta-analysis was performed including $k = 28$ studies ($N = 4,394$ participants) of the past 25 years (January, 1986 – December, 2010). Starting from a 2 X 2 achievement goal framework, three goal orientations with a sufficient number of individual studies could be included: mastery-approach orientation, performance-approach orientation, and performance-avoidance orientation. Attendance policy was coded as 0 = mandatory participation and 1 = voluntary participation. Moderator effects were estimated with an artifact distribution meta-analysis of correlations using subgroup analysis. Our results indicate that attendance policy moderates the influence of achievement goals on transfer. Specifically, the correlation between mastery-approach orientation and transfer was higher when training participation was voluntary rather than mandatory. Similarly, the correlation between

performance-avoidance orientation and transfer was lower when training participation was mandatory rather than voluntary. No difference was found for performance-approach orientation. These findings are discussed in terms of their implications for theories of training motivation and their practical significance for the design of corporate training.

PAP-18: Engagement and Learning

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · *Location:* 454
Session Chair: Serge Dupont, University of Louvain

PAP-18: 1

School Engagement along Basic School: Components, changes and predictive power.

Isabel Roque¹, Marina Serra Lemos¹, Teresa Gonçalves²

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²College of Education of the Politechnic Institute of Viana do Castelo (Portugal);
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Motivation plays an important role in students’ learning and academic success. An motivational outcome is engagement defined as the intensity and quality of student’s involvement in initiating and carrying out learning activities. Engagement comprises behavioral and emotional components and is both an indicator of academic achievement and a variable that can affect school outcomes. Based on Skinner and collaborator’s engagement scale (Skinner, Wellborn & Connell, 1990) we developed an adapted version to assess the engagement of students in the classroom activities. The scale includes nine behavioral and emotional items, designed to distinguish two poles of a motivational continuum: disaffection/lack of interest, and motivation/engagement. Teachers report on a multiple choice check list, the extent to which the student actively participates in class and the student’s classroom emotions.

Examination of the eigenvalues and scree plot, in the principal-components analysis, suggested a one-factor solution, including the behavioral and emotional dimensions. Each of the 9 items loaded .70 or higher on this one factor, which accounted for 58% to 63% of the variance. Generally, the emotional items were more quoted than the behavioral items. The correlations between both types of items were moderate to strong and they increased along schooling. Items were internally consistent across grades (α ranging from .88 to .93).

In a longitudinal study (from January 2001 to January 2008), following the same group of students (grades 4th–9th, n= 245), using hierarchical linear models, we observed a decrease of engagement and a strong positive impact of engagement in academic achievement.

PAP-18: 2

Age Trends in Classroom Engagement from 4th to 12th Grade

David A. Bergin, Christi Bergin, Ze Wang

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Engagement in the classroom, where children spend a substantial percentage of their time, is foundational to social and academic success at school. There is general agreement that there are three dimensions of classroom engagement: affective, cognitive, and behavioral (Fredricks, Blumenfeld, & Paris, 2004).

Methods: This cross-sectional study investigates engagement from 4th to 12th grade among 3,650 students in a Midwestern U.S. school district. Classroom Engagement Inventory (CEI) surveys were administered at the same time across entire buildings.

Results: Across all class subjects and dimensions of engagement, classroom engagement declined each year from 4th to 8th grade, and then rose each year from 10th to 12th grade. Elementary students reported significantly higher affective, behavioral, and cognitive engagement than middle school and high school students, and lower disengagement. Engagement in math classes steadily plummeted from 4th to 12th grade, without the rebound seen in language arts and science.

Discussion: The present study found that in-class engagement varied by grade level. Previous research has found a pattern of declining engagement, motivation, and interest. However, few previous studies have included students in late high school, where we found a rebound in engagement, except for math.

PAP-18: 3

A Many Layered Thing: Student Engagement in an Alternative High School Community

Gavin Tierney

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Literature on engagement has largely focused on how certain practices foster disciplinary engagement. As yet there is little within engagement literature that looks specifically at the interaction of academic and non-academic engagement. This study aims to explore the multiple layers of student engagement. Specifically, this study looks at the ways students engage simultaneously in multiple academic, social, and personal figured worlds (Holland et al., 2000, Horn et al., 2008, Nolen et al., 2011) in the context of an alternative high school. Grounded in engagement literature, theories of figured worlds and communities of practice, this qualitative case study focuses on interview and observation data of two students from the same class, ultimately observing them in other classroom environments. Initial results show the ways in which teachers and schools value interpersonal relationships increases lamination of figured worlds, leading to student feelings of belonging and perceived value in the curriculum and school.

PAP-18: 4

Development of a Measure of Classroom Engagement (Not to be Confused with School Engagement)

David A. Bergin, Ze Wang, Christi Bergin, Renee Jamroz

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There is a dearth of comprehensive yet quick-to-administer measures of in-class engagement (Fredricks et al., 2011). A measure of classroom engagement could be used to document effects of interventions. The purpose of this paper is to discuss the development of the Classroom Engagement Inventory (CEI).

Classroom engagement refers to a student's active involvement in classroom learning activities. There is general agreement that there are three dimensions of classroom engagement: affective, cognitive, and behavioral (Fredricks, Blumenfeld, & Paris, 2004). While many measures mix classroom-level and school-level engagement, we focus on classroom engagement. The same student could be highly engaged in one class, but not in others.

In Study 1, we developed the CEI using EFA and CFA with over 3000 students. In Study 2, we again surveyed over 3000 students and refined the items using CFA. As a test of validity, we correlated factors with self-efficacy, teacher practices that require deep thinking, goal orientation, school prompted interest, and self-reported grades. After testing 7 different models, we concluded that a five-factor model was best. Measurement invariance existed for school level (elementary, middle, and high school), ethnicity (White and non-White), free/reduced lunch status (as a proxy for SES), gender, and core subject area. Factor scores from the CFA model correlated significantly with teacher behaviors (e.g., encouraging deep thinking), student self-efficacy, goal orientation, school-prompted interest, and self-reported grades. The CEI has increasing evidence of validity.

PAP-19: Math and Science

Time: Thursday, 30/Aug/2012: 9:00am - 10:30am · Location: 457
Session Chair: Narciss Susanne, University of Dresden

PAP-19: 1

How Well do Motivation and Academic Achievement Predict Course Preferences?

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This study explores the influence of motivation and academic achievement on student course preferences. We focus on two motivation components: expectancy and value, which highlight the perceived competence to be able to do the task (expectancy) and reasons for wanting to do the task (value). Seventh to ninth grade students (N = 2,424) in an urban school district reported their expectancy and task values for mathematics and their preference for math class (relative to science and English) at the beginning and at the end of the school year. Our research extends the work on early adolescent expectancies and task values by looking at groups of students with different initial preferences for math class as well as by focusing on the understudied populations of Vietnamese and Hispanic students. Results indicate that for students who preferred a non-math class most in the fall, increases in self-reported math expectancy and task value during the school year independently increased their probability of switching their preference to math class at the end of the year. For students who had a preference for math class at the outset, increases in math expectancy and task value independently increased their probability of still having a preference for math class at the end of the year. Changes in math achievement scores during the school year did not significantly influence student class preferences at the end of the school year for both groups.

aaaaaaaaaaaaaaaaaaaaaaaaaaa Abstracts aaa

PAP-19: 2

Predicting long-term growth in adolescents' mathematics achievement: It is not how smart you are, but how motivated you are and how you study that is important.

Kou Murayama¹, Reinhard Pekrun¹, Stephanie Lichtenfeld¹, Rudolf vom Hofe²

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This research examined how adolescents' motivation (perceived control, intrinsic motivation, and extrinsic motivation), cognitive learning strategies (elaborative and surface strategies), and intelligence jointly predict long-term growth in math achievement over five years. Using longitudinal data from six annual waves (grades 5 through 10; N=3,530), latent growth curve modeling was employed to analyze growth in math achievement. Results showed that the initial level of math achievement was strongly predicted by intelligence, with motivation and cognitive strategies having additional effects. In contrast, intelligence had no effect on the growth of achievement over years, whereas motivation and learning strategies were predictors of growth. These findings highlight the importance of motivation and learning strategies in facilitating adolescents' development of mathematical competencies over time.

PAP-19: 3

The School's Role in Adolescents' Deliberations Regarding a Career in Science

Päivi Hannele Taskinen¹, Kerstin Schütte¹, Manfred Prenzel²

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We use the framework of expectancy-value models to explore the meaning of interest and self-concept in students' career choices. In this paper we develop a theoretical model of students' motivation to become a scientist that integrates interest and self-concept with school characteristics. The expected effects are tested on a sample of German ninth-grade students (N=7,264). The multi-level path-analysis of student and school characteristic provides initial evidence about the importance of science-related school characteristics for students' motivation to take up a science-related occupation. Our purpose in this paper is to contribute to promoting discussion about school's role in adolescents' career choices and in adolescents' interest in science related careers.

PAP-19: 4

Investigating the impact of perceived competence on student behaviour through logfile analyses

Narciss Susanne¹, Schnaubert Lenka¹, Eichelmann Anaj¹, Andres Eric², Gogvadze George²

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This paper aims at illustrating how logfile analyses can be used for investigating how motivational factors such as perceived competence influence students' behaviour within web-based multi-trial error-correction-tasks. Data for these logfile-analyses were collected in a pre-test-treatment-post-test study with 159 students (mean age 12 years, 80male). Participants of this study worked on tasks-with-typical errors (TWTE) during the treatment. TWTE are specifically designed multi-trial-learning-tasks which contain one (or several) specific task-requirement(s) and one (or several) typical error(s) related to

Thursday

these task requirements. Students were asked to detect and correct the errors. They had at least three attempts to correct an error. All 1855 logfiles of the TWTE students worked on were included in the analyses. These logfiles were analyzed with regard to behavioural traces related to successful and unsuccessful attempts to solve a TWTE. In particular, we compared the behaviour of students with low vs. high perceptions of competence subsequent to an unsuccessful attempt (= failure). In line with research regarding the influence of perceived competence on performance and motivation, our findings suggest that students with a low perceived competence tend to perform poorer and specifically skip trials more often after a failure. Results from such logfile analyses provide a basis for developing remedial adaptation strategies for web-based learning environments.

POS-7: Goals and Goal Orientation

Time: Thursday, 30/Aug/2012: 10:30am - 11:30am · *Location:* 0.251

POS-7: 1

Pursuing different learning agendas: Why mastery and performance goals have different effects on achievement.

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One conundrum in achievement goal theory is that performance-approach goals (striving to demonstrate competence by outperforming peers) predict academic achievement more robustly than do mastery-approach goals (striving to develop competence) (Hulleman et al., 2010). This present research tested a recent explanation by Senko and Miles (2008), who contend that the two goals nudge students to pursue different learning agendas, with consequences to their achievement. 157 American university students completed measures of their goals and various learning strategies prior to their first exam. Results showed that mastery-approach goals triggered an interest-based studying approach in which students allocate study time disproportionately to personally interesting material over duller material, and that this tactic undermined their exam performance. Conversely, performance-approach goals heightened students' vigilance for cues about how to succeed, which was conducive to achievement for those who were accurate in their appraisals about which topics were most vital to study. These findings contribute to the broader discussion about when and why achievement goals affect achievement. They also provide a bridge between instructional importance theorizing and motivational variables (Broekkamp & Van Hout-Wolters, 2007).

POS-7: 2

Testing the 3 × 2 achievement goal model: Evidence regarding construct validity and nomological network

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The 3 × 2 achievement goal model postulates that achievement goals may be differentiated according to how competence is defined, i.e. in terms of an absolute (task goals), intrapersonal (self goals), or interpersonal (other goals) standard, and according to how competence is valenced, i.e. positively (approach goals) or negatively (avoidance goals). The present research examines the construct validity and the nomological

network of this recent achievement goal model in two samples consisting of high-school students and college students, respectively. Testing the convergent and discriminant validity of the 3 × 2 achievement goal questionnaire, subjects' completed this lately developed scale as well as an established measure assessing their achievement goals within the prevalent trichotomous framework. In exploring the nomological network of the 3 × 2 achievement goal model, relations to motivational and personality characteristics were of central interest. Regarding motivational characteristics, subjects' perceived competence, hope of success and fear of failure, as well as their naïve theory about the malleability of their capabilities were assessed. Concerning personality characteristics, subjects' Big Five traits, perfectionism, and their tendency to procrastinate were assessed. Analyses focus especially on the task goals and self goals of the 3 × 2 achievement goal model since these have not been differentiated before, but collapsed into mastery goals. Results are discussed with regard to the utility of this differentiation.

POS-7: 3

Achievement and social goals in Italian and mathematics: Interviews with fourth, seventh and eleventh graders

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In the last three decades, the role played by personal goals in the school context has been largely addressed, with an increasing body of knowledge revealing the complex intertwining between factors such as motivational, cognitive and affective dimensions in explaining learning. However, researchers have focused mainly on achievement goals rather than on social goals, and structured methods have been privileged. Therefore, this study aimed to examine differences in personal goals spontaneously reported by students, taking into account the role of factors such as level of generality (school in general, specific subject-matter), subject-matter (Italian, Mathematics) and class level (fourth, seventh, eleventh grade). The participants were 149 Italian students who underwent a semi-structured interview about goals related to school or to a specific subject-matter. Main results indicate that students referred mostly to mastery-approach goals, social approval from family, and social status. As regards level of generality, references to performance-approach goals and social status were more frequent for school than for a specific subject-matter. In addition, references to social affiliation were more frequent as regards Italian than Mathematics. Finally, some differences due to age emerged, mainly indicating higher frequency of goals (such as mastery-approach, social approval, and social status goals) for older students. To sum up, the present study contributes to the motivation field by focusing on students' spontaneous representation of goals relevant to learning contexts, using qualitative instruments, i.e. interviews, as highly ecological tasks similar to those performed daily by students, thus reducing the risk of influencing spontaneity.

Thursday

POS-7: 4

Are there performance goals without social others in mind?

Robert Grassinger, Markus Dresel

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Goal orientation theory is a fruitful approach to explain learning behaviour and performance within the social context. Conceptual a differentiation is generally made between mastery and performance goals with the orientation of approach and avoidance. Although there is considerable consensus about the conceptualization and consequences of mastery goals, components of performance goals are discussed. Some theorists assume that learners can pursue performance goals only with others' performance in mind. Recently there is some empirical evidence that there is a further component of performance goals, a focus on ones' own performance only and without the others in mind (Elliot et al., 2011; Grant & Dweck, 2003). The aim of the present study was to analyze the component structure for performance goals and by doing this to answer the question after the existence of performance goals without social others in mind. Confirmatory structure analyses with a dataset of 1.069 pupils (436 boys, 633 girls) attending grades 9 (mean age = 15.39, SD = 0.47) lead to a four factor model: approach with social others in mind, approach without social others in mind, avoidance with social others in mind, and avoidance without social others in mind. A further linear regression analysis shows the validity of the component of performance goals without others' performance in mind.

POS-7: 5

“Achievement goal questionnaire-revised”: A preliminary study with italian students

Daniela Raccanello, Bianca de Bernardi

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The aims of this work were to study (a) the presence of achievement goals as conceptualized by the 2 X 2 model (Elliot & McGregor, 2001) in Italian students from different school levels, and (b) the relationships between goals, pleasantness, and academic performance. To measure achievement goals we used an Italian version of the Achievement Goal Questionnaire-Revised (AGQ-Revised, Elliot & Murayama, 2008). The participants were 365 fourth, seventh and eleventh graders who completed two questionnaires about two specific subject-matters, Italian and Mathematics. Each questionnaire included 12 items, three for each goal: mastery-approach (MAPG), mastery-avoidance (MAVG), performance-approach (PAPG) and performance-avoidance (PAVG). Pleasantness and academic performance were also measured. First, exploratory factor analyses were carried out: results indicated for both subject-matters the existence of three factors, relating to MAPG, MAVG and performance goals. The analyses were repeated separately for each class level, confirming the results obtained (except for Italian for the fourth graders). Secondly, repeated-measure ANOVAs were carried out, revealing that scores decreased as age increased for all goals (except for MAVG), and particularly for PAPG and PAVG. Third, regarding relationships between goals, pleasantness, and academic performance, preliminary analyses suggested significant positive correlations. This study allowed to analyse in depth such a complex issue, at a time when discrepancies from the literature highlight the need to compare achievement goals in different contexts within and between cultures. Further analyses on relationships between the considered variables could provide suggestions to teachers and educators on interventions aiming to modify negative attitudes towards learning.

aaaaaaaaaaaaaaaaaaaaa Abstracts aa

POS-7: 6

Classroom goal structure and student affective outcomes: a multilevel analysis

Noémie Baudoin, Benoît Galand

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This research aims to firstly investigate by a multilevel framework the effects of the classroom goal structure on the student well-being and secondly explore the effects of the classroom goal structure on different measures of well-being (various discrete emotions and an aggregated measure). Nine hundred and ten Belgian French-speaking students (7th – 12th grade) from 55 classrooms completed a self-reported questionnaire about their emotions and their perceptions of the goals emphasized by instructional practices in their classroom and of teacher-students relationship. Results of the multilevel analysis show a positive effect of classroom performance goal structure on anger, anxiety, shame and sadness but no effect on boredom and joy. No relation between mastery goal structure and emotions was found. Lastly, results show a negative impact of teacher-students relationship on anger and boredom. This study indicates that there are different conclusions according to the way to measure the emotional well-being and underlines the importance of this choice in research about the influence of school environment on student well-being.

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POS-7: 7

Effects of Personal and Contextual Achievement Goals on Academic Emotions and Achievement

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The aim of this study was to examine the effects of a quasi-experimental contextual achievement goals (mastery, performance-approach, combined mastery/performance-approach) and personal achievement goals (work avoidance, performance/work avoidance, unmotivated and mastery cluster) on academic emotions and achievement in learning from expository text. Participants were 232 high school students. The study was performed in real classroom contexts with each class randomly assigned to one of the experimental goal condition or control condition. Goal manipulation included the induction of a goal structure of the expository text learning task by the verbal instruction. Beside the text learning task the study included assessment of a self-report personal achievement goals and learning-related emotions measures as well as the immediate and delayed assessment of the students achievement in text learning task. The obtained results suggest that both personal and contextual achievement goals exert important but also different effects on students learning outcomes. Personal achievement goals showed significant effects on students learning-related emotions but not on their achievement. The most adaptive pattern was observed for the mastery cluster showing positive emotional profile. Contextual achievement goals exert significant effects mainly on students achievement in learning from expository text supporting empirical evidence on the beneficial effects of performance-approach and multiple classroom goal structures on students achievement. These findings suggest that there is a need for separation of findings regarding contextual and personal achievement goals as well as a need for being cautious in making applications of the findings from personal achievement goals to classroom or school context.

POS-8: Math and Science in Higher Education

Time: Thursday, 30/Aug/2012: 10:30am - 11:30am · Location: 0.251

POS-8: 1

The relationships between perfectionism, epistemic beliefs, self-efficacy, and achievement goals in mathematics

Daria Rovan

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This paper explores perfectionism, epistemic beliefs and self-efficacy as proposed antecedents of students' achievement goals in the context of learning mathematics in higher education. A sample of 362 undergraduate technical sciences students enrolled in introductory-level mathematics course participated in the study. Students completed questionnaire on perfectionism (adaptive and maladaptive), epistemic beliefs (simplicity and justification of knowledge in mathematics), self-efficacy and achievement goals in mathematics. Results revealed that mastery-approach and performance-approach goals were positively predicted by adaptive perfectionism and justification of knowledge, but negatively predicted by simple knowledge. Self-efficacy beliefs also positively predicted performance-approach goals. Mastery-avoidance and performance-avoidance goals were positively predicted by both maladaptive and adaptive perfectionism. This research advances our understanding of how individual differences in students' beliefs and standards that they set may influence their achievement goal pursuit.

POS-8: 2

Overcoming student reluctance to engage with challenging mathematics tasks

Peter Arnold Sullivan, Angela Mornane

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Much advice about mathematics teaching recommends that teachers pose challenging tasks. The purpose of the challenge is to allow students opportunities to make connections between ideas, to process multiple ideas concurrently, and to transfer prior learning to new contexts. The expectation is that students will persist at the tasks, which is a function of their motivation to learn. The paper reports an aspect of a research project that investigated ways that teachers used challenging tasks in their mathematics classrooms, how the teachers encouraged students to persist, and how students responded when working on such tasks. The research applied theoretical perspectives on motivation in the context of mathematics classrooms. The paper describes the nature of challenge in mathematics tasks and the characteristics of challenging tasks that were found to be effective. It presents summaries of observations of teacher actions especially those that encouraged persistence, student responses in classrooms especially their reactions to the challenging tasks, student learning as represented by their work artefacts and responses to assessment items, and their rating of the tasks in terms of interest and engagement. We found that teachers were able to pose challenging tasks with support, students were willing to engage with the tasks with encouragement and they learned the mathematics involved in the tasks. The results indicate that there are direct relationships between the ways students respond to challenge, the types of tasks that teachers pose, and actions teachers take to encourage students to persist.

POS-8: 3

Influence of Task-Values on Attention Allocation and Conceptual Change Learning

Suzanne H. Broughton¹, Marcus L. Johnson²

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Contemporary conceptual change models suggest that motivation is a key factor in conceptual change learning because it influences the learner's level of cognitive engagement for the learning task. The current study examined whether cognitive engagement could be enhanced through instructional inductions of task-values (i.e. utility and attainment values) prior to reading a text intended to promote conceptual change. One hundred and fourteen college students completed measures of knowledge about the common cold, task-value, and engagement, both before and after reading a text on the common cold. Prior to reading the text, participants were randomly induced to one of three task-value conditions: utility, attainment, or none (control group). Participants' reading times of the text passage were tracked and recorded. Results indicated that utility values are strongly associated with deep engagement, longer reading times, and greater conceptual change than attainment or no value induction. Further, results suggest that those induced with a task value had increased attention allocation for the text as indicated by longer reading times on specific segments of the text and higher levels of conceptual knowledge at posttest than the control group. The present study provides evidence that task-value inductions may contribute to increased engagement during reading, which in turn increases the likelihood of conceptual change. This study supports prior motivational research that suggests a utility task-value orientation increases engagement and conceptual change; and contributes to education literature by illustrating how motivational constructs can be specified in contemporary theoretical models that predict conceptual change.

Thursday

POS-9: Motivation in Classroom and School

Time: Thursday, 30/Aug/2012: 10:30am - 11:30am · *Location:* 0.254

POS-9: 1

Risk and protective factors for school alienation

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Recent studies on school alienation highlight that alienated students leave school with multiple negative experiences including high academic failure, low self-esteem, amotivation in further academic qualification and a life-long aversion to institutionalized learning processes (Hadjar & Lupatsch, 2010; Hascher & Hagenauer, 2010). Because of the restricted comparability between previous studies' results, there is the need for an integrated approach with regard to risk and protective determinants for the cause of school alienation. The main research interest is to specify the characteristics of educational and social learning environments that are significant for the prevention and reduction of alienation from school of early adolescents.

The current study aims at identifying influential factors that predict school alienation from grades 5 to 7 (cross-sectional design). We expect that the prevalence of school alienation depends on the individual school's achievement level during early adolescence. Furthermore, we assume that students' low social status also accounts for

show that self-concept is negatively related with negative emotions. Emotions are also related to the perception of classroom environment.

POS-9: 4

Student Perceptions of what Teachers Care About: Aggravating or Assuaging the Temptation to Cheat

Lynley H Anderman, Monica Kowalski, Heather S Dawson

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Prevalence rates of student cheating and academic dishonesty have reached almost epidemic proportions. Although much available research has been conducted in university settings, cheating rates may peak during the high school grades. Motivation researchers have started to explore the instructional and motivational variables that are associated with students' cheating. Both academic and social motivational characteristics of classrooms have been shown to predict cheating, however surprisingly little is known about students' perceptions of their teachers' behaviors and attitudes in relation to their own cheating. The current study explores high school students' perceptions of the ways different dimensions of teachers' instructional behavior either increase or decrease the likelihood of cheating in their classes.

We conducted in-depth semi-structured individual interviews with 39 students from three diverse high schools, including one suburban and one inner-city public school, and one private four-year Catholic high school. All interviews were conducted by trained research assistants during regular school hours. The interview protocol included open-ended questions organized into two major sections: general questions about students' perceptions of cheating in their school, and more specific questions about their own participation in cheating.

Thematic coding revealed that perceptions of their teachers' roles in student cheating reflected three overlapping, multidimensional themes: teacher caring about cheating, pedagogical caring, and interpersonal caring. These findings support theoretical models of the multidimensional nature of teachers' instructional practice and behavior that supports student motivation and engagement (e.g., Anderman et al., 2011). The students' reports also suggest specific modifications that teachers can implement to reduce student cheating.

POS-9: 5

Perceived classroom fear appeals: antecedents and motivational outcomes

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Classroom fear appeals refer to attempts by teachers to motivate students by highlighting the negative consequences of failure. Previous work had suggested that the appraisal of fear appeals as threatening predicts both performance-avoidance and mastery-approach achievement goals. In this study we examine two possible antecedents of the perception of fear appeals made prior to a high-stakes maths exam: the value of maths and maths self-efficacy. We also explore whether perceived fear appeals predict motivational outcomes based on the types of motivation proposed by

self-determination theory: intrinsic motivation, extrinsic motivation and amotivation. Participants were adolescent secondary school children in their final year of compulsory education (aged 15-16 years) following the programme of study leading towards the General Certificate of Secondary education, the school leaving qualification in England and Wales. These are considered to be high-stakes examines in that they can and do influence access to future educational and occupational opportunities. Self-report data for perceived fear appeals antecedents (perceived value of maths and maths self-efficacy) were collected in December 2011 using a modified version of the Michigan Study of Adolescent Life Transitions scales (Eccles, O'Neill & Wigfield, 2005) and Motivated Strategies for Learning Questionnaire (Pintritch & DeGroot, 1990). Self-report data for perceived fear appeals in maths classrooms is being collected in January 2012 using the Teachers Use of Fear Appeals Questionnaire (Putwain & Roberts, 2009) and self-report data for motivational outcomes will be collected in March 2012 using a maths-specific version of the Academic Motivation Scale (Vallerand et al., 1992).

POS-9: 6

Test-taking motivation and math achievement

Christiane Penk, Alexander Roppelt

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In low-stakes assessments test-taking motivation is an important issue. Only if students are motivated to make full effort throughout the entire test session, the validity of test results is unobscured. Currently there are no well-founded theories of situation-specific test-taking motivation in low-stakes context. But a practical way out is the application of the expectancy-value model (Eccles & Wigfield, 2002; Wise & DeMars, 2000), which originally provides a solid foundation to measure motivation as a trait. Using factor analyses we seek a transfer of this theoretical approach to the situation-specific test-taking motivation.

Beyond this theoretical problem there are also practical ambiguities. One ambiguity alludes to the relation of test motivation and performance, which is still unclear, especially in low-stakes tests. Eklöf (2007, 2008) found a significant but rather low correlation between mathematics performance and motivation, but in other studies no relation was detected (O'Neil, Sugrue & Baker, 1995/1996, Baumert & Demmrich 2001). Therefore we examine whether test motivation can make a contribution to inter-individual differences in math achievement if the grade and the type of school are taken into account. For this research question, a multiple regression analysis is conducted.

POS-9: 7

Reasons for and against reading as leisure time activity in primary school students

Elisabeth Schüller, Stephan Kröner

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Reading literacy is one of the most important prerequisites for the participation in cultural, political and social life. Reading literacy is acquired mostly at school. However, for an optimal development, additional leisure time reading activities are beneficial. Regarding reading activities of primary school students, many studies concerning single predictors such as general reading motivation are already available. Nevertheless,

studies that systematically analyze reasons for and against reading activities in leisure time are still lacking. Precondition for such research is the availability of adequate research instruments. Thus, we used the theory of planned behaviour (Ajzen, 1985) with its predictors attitude toward the behaviour, subjective norm and perceived behaviour control as a framework for scale development. Based on this theory, N = 17 primary school students were interviewed regarding reasons for and against reading as leisure time activity. The interviews were analyzed referring to Mayring's qualitative content analysis (Mayring, 2008). A deductive-inductive procedure was applied to generate the categories. From this elicitation study, a fine-grained picture of the reasons for and against reading as leisure time activity emerged. Cohen's kappa of the developed set of categories was $\kappa = .94$. In a subsequent pilot study, the newly developed questionnaire scales were examined with N = 224 primary school students. The internal consistencies of the questionnaire scales were acceptable ($\alpha \geq .71$). The predictors explained 32 % of the total variance in leisure time reading activities. The applicability of the developed questionnaire scales for a large scales design is discussed.

POS-9: 8

How Minimum Grade Goals and Self-Control Capacity Interact in Predicting Test Grades

Alex Bertrams

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The present research examined the prediction of school students' grades in an upcoming math test via their minimum grade goals (i.e., the minimum grade in an upcoming test one would be satisfied with). Due to its significance for initiating and maintaining goal-directed behavior, self-control capacity was expected to moderate the relation between students' minimum grade goals and their actual grades. Self-control capacity was defined as the dispositional capacity to override, or alter, one's dominant response tendencies. Prior to a scheduled math test, 172 vocational track students indicated their minimum grade goal for the test and completed a measure of self-control capacity. The test grade was assessed at a second time of measurement. As expected, an individual's minimum grade goal more strongly predicted the actual test grade the higher an individual's self-control capacity. Implications can be seen in terms of optimizing the prediction and advancement of academic performance.

POS-9: 9

Motivation and Emotion of Misjudged Second Language Learners

Detlef Urhahne, Sabine Blaurock

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The study explores the consequences of teacher misjudgment on students' motivation and emotion. The investigation was conducted with 246 sixth grade students and 13 English teachers in twelve German secondary schools. Students worked on a standardized English test and a self-description questionnaire about motivation and emotion. The English teachers assessed for each student in class test performance, motivation, and emotion on differentiated rating scales. Results reveal relatively high teacher judgment accuracy for test performance, expectancy of success, and academic self-concept. Teachers, however, were relatively inaccurate in judging students' learning motivation, level of aspiration, learning enjoyment, and test anxiety. Underestimated students showed clearly higher test performance than overestimated students but less

demands, self-regulation demands, high quality interactions between learners and teachers, and between learners and learners, and finally continuous self-reflection - first results of the quasi-experimental intervention study show positive effects of the intervention regarding problem solving competencies and students' emotions. The theoretical framework, method, and first results of the study will be presented.

PAP-20: Goals and Goal Orientation

Time: Thursday, 30/Aug/2012: 1:30pm – 3:00pm · *Location:* 251

Session Chair: Kara Ann Makara, University of Michigan

PAP-20: 1

Culture, context, and gender as antecedents of personal goals in social learning contexts

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In this empirical study, we investigate antecedents of personal goals in social learning contexts. Goals are operationalized by a new framework developed by Wosnitza and Volet (2009), that applies a two-facet design, distinguishing three types of achievement goals: performance, mastery, and affect; and four goal orientations: self dominant, self using others for own benefits, others benefiting from self, and others & self confounded. A sample of 4530 first year university students in a collaborative learning program based on principles of problem-based learning is used to investigate antecedents of personal goals. As conceptualisation of the contextual component, students from two international programs, liberal arts and business & economics, both attracting a culturally diverse body of students, are investigated. Cultural influences are operationalized in two, related, manners, both based on Hofstede's framework of cultural differences (Hofstede, 1980, 1986): by using Hofstede's cultural indices, and by applying the GLOBE culture clustering (House et al., 2004). In agreement with other empirical studies (see Kimmel & Volet, 2010, for a review), we find strong contextual and modest cultural influences on personal goals. Business students' personal goal levels are uniformly at higher levels than those of liberal arts students and surprisingly, the differences are largest for the socially oriented goals, rather than the individually oriented goals. Female students achieve higher goal levels than male students, with one single exception: the goal constellation with strongest individual benefits.

Thursday

PAP-20: 2

High School Students' Peer Social Networks, Achievement Goals, and Academic Achievement: Their Relationships and Predictive Influence

Kara Ann Makara, Stuart A. Karabenick

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Peer social networks are an important component of the school context in which adolescents develop their academic motivation. Students' academic motivation is influenced by perceptions of belongingness and peer support, as well as socialized by one's friends and peer group. Research on school social networks and access to peer social capital suggest that students' position in their peer social network may also impact their academic motivation and achievement. Students (n = 732) at a U.S. Midwestern high school completed surveys on their academic Achievement Goals and peer social

network relations at the beginning and end of the school year. Social network analysis was used to calculate three measures of students' network position. The relationships between social network position, achievement goals, academic achievement (GPA) and the reciprocal influences between them over the school year were analyzed using cross-lagged structural equation modeling. In addition to relationships among the variables, there were two key findings regarding how they predicted change over the year. First was the critical role of academic achievement as a predictor—students who began the school year with higher GPA positively predicted changes in academic mastery goals, in the number of students they listed, and in how central they were in the school peer network. Second, mastery goals positively predicted changes in academic achievement over the school year. There were fewer than expected relationships, however, between academic goals and students' social network position.

PAP-20: 3

Achievement Goals and Academic Achievement: A Meta-Analysis

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Achievement goals have extensively been examined within the last two decades. Research especially focused on different achievement goal models (in particular: 2-, 3-, or 4-factor model) as well as on the association with academic achievement. However, the results regarding the association between achievement goals and academic achievement are inconsistent. Two recently published meta-analyses (Huang, in press; Hulleman, Schrager, Bodmann, & Harackiewicz, 2010) focused on the association between achievement goals and achievement outcomes in both school and university settings. The two meta-analyses differed to some extent, for example, regarding the identified moderator variables. The present meta-analysis serves to clarify those heterogeneous findings by considering more studies, i.e. from 1980 to 2011. Our systematic literature search identified 186 correlational studies from 217 independent samples (N = 81 947). Analyses revealed small but statistically significant associations between different achievement goals and achievement outcomes ($r = -.12$ to $r = .13$; all $p < .01$), with the exception of performance goals ($r = .01$, $p > .05$). Furthermore, depending on the specific achievement goal, different moderator variables turned out to be statistically significant. Compared to the analyses by Huang (in press) and Hulleman et al. (2010), we identified additional and, in part, different moderators for the association between achievement goals and academic achievement. We conclude that both learning goals and performance-approach goals show mainly positive associations with academic achievement outcomes. The implications for future research are discussed with regard to the relevance of achievement goals in educational settings.

PAP-20: 4

Part-time employment and full time education in England: the case for a dynamic model of motivational interference

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Since the 1990s a growing commitment to part-time work whilst in full time education has become the norm for learners in full-time 16-18 courses in England. The existing literature on this topic reveals a general consensus regarding the motives for, and the

impacts of, working part-time whilst in full time education. Motivation theory offers an alternative perspective, and the concept of 'motivational interference' allows us to examine the relative values attached to academic and work goals and their influence on student motivation and behaviour. The research employed a conceptual framework to estimate the expectancies, values and self-regulated learning of students taking two 16-18 vocational courses; Advanced GNVQs and AVCEs. Self-report measures were administered to 250 Business Advanced GNVQ and Business AVCE students at three institutions over a three year period. These were followed by interviews with 15 GNVQ and 50 AVCE students. The main findings were firstly, that course value and self-regulated learning were the two main dimensions of motivation in this sample of students. Secondly, that students' course values were guided by a play-off between the perceived achievability of the course they were taking and their estimation of the loss of earnings and relevant work experience. Thirdly, that they were able to actively manage conflicting academic, work and leisure goals in response to the changing demands of the course. This suggests the need for a dynamic model of motivational interference to reflect changes in the relative importance of academic, work and social goals over time.

Thursday

SYM-17: Fulfilling Basic Psychological Needs through Autonomy Supportive Coaching in Work and Exercise: Anything in Common or just Differences?

Time: Thursday, 30/Aug/2012: 1:30pm - 3:00pm · *Location:* 254

Session Chair: Jens Kleinert, German Sport University Cologne

Discussant: Johnmarshall Reeve, Korea University

Organizer: Andreas Heissel, Humboldt Universität zu Berlin

Research in different fields of self-determination theory suggests that satisfying the universal and innate psychological basic needs for autonomy, competence and relatedness leads to higher self determined motivation for individuals. The use of the autonomy supportive style in different domains, such as parenting or teaching suggests that the satisfaction of the basic needs is increasing. Research findings suggest that goals can be internalized and have therefore a greater chance to becoming realized under an autonomy supportive environment. The studies presented in this symposium address this issue in diverse domains. In the first paper, the impact of autonomy support is investigated with obese children aiming to lose weight and feel pleasure while exercising. Autonomy support and relatedness are then investigated in the field of work in papers 2 and 3 where for managers, the purpose is to become more productive and feel satisfied through their work. The symposium presents experimental studies in these different domains and discusses the similarities and differences in findings. On the first view the fields seem to have nothing in common. However on a second glance, the differences but also the commonalities of the findings are useful in informing future research and practical guidelines.

SYM-17: 1

Coach autonomy support among obese children in the exercise domain

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Research in other fields of self-determination theory suggests that satisfying the universal and innate psychological basic needs for autonomy, competence and relatedness leads to higher self determined motivation for individuals.

Based on self-determination theory the studies goal was to prove that obese and overweight children and adolescents (8-13 years) who achieved the psychological intervention program Fidelio.Plus show compared to the control groups that exclusively completed the Fidelio program the following significant differences: (1) increased sport motivation, (2) higher fulfilment of the basic needs, (3) declined or equal BMI and (4) increased exercising time. The analysis was accomplished with 98 obese and overweighed children and adolescents. The research included three different measuring times: The starting point of the intervention, after 6 months (20 units) and a follow-up.

Fidelio.Plus was composed of the Fidelio Program and the psychological intervention. The "Plus" was integrated in the exercise program by the coaches and included the autonomy supportive coaching style using supportive feedback. The psychological intervention followed the guidelines of Reeve (2004) to support the psychological basic needs. The Fidelio Program included a 90 minute exercise program with nutritional advice and medical assistance. Motivation in sport and exercise was measured with the Sport Motivation Scale. The basic needs were measured with the Basic Needs Satisfaction Scale Sport and Exercise. By measuring the body weight and body height of the children BMI was defined. To collect data about the exercising time accelerometers were used. The change in the dependent variable is calculated using analysis of variance.

SYM-17: 2

What motivates coachees? CALM study in the role of autonomy support and self determination in the coaching process

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Research suggests that autonomy support, need fulfilment, and self determined motivation will predict optimal work performance. Needs are innate psychological elements that are essential for ongoing psychological growth and well being. Self Determination Theory (SDT) suggests that satisfaction of particular needs (autonomy, competence and relatedness) leads to increased internalisation of behaviour and enhanced intrinsic or self determined motivation. This study aimed to investigate the impact of autonomy support on self determined motivation.

Repeated measures experimental studies were conducted that aimed to determine whether there were any significant differences between coachee groups participating in two Coaching and Leadership Motivation (CALM) Coaching programs. In the first study, 55 participants were randomly allocated to three different coaching conditions (high autonomy supportive, low autonomy supportive and self coaching), with coaching enabled via 17 coaches specifically trained in autonomy supportive and standards supportive coaching techniques. The second study involved 45 coachees and 11 coaches. All coaching was conducted for leadership development goals to maintain

homogeneity across the groups in relation to type of goal. Coaching occurred over 5 to 6 sessions with coachees completing standard scales at pre-test, beginning and towards the end of the coaching program. Measures comprised a motivation, needs satisfaction, goal attainment survey, and coaching effectiveness survey.

Results: Significant positive relationships were found between perceived autonomy support, self determined motivation and satisfaction of the three basic needs. Results related to differences between groups in self determination and needs satisfaction are discussed in the context of coaching practice and implications for coaching psychology.

SYM-17: 3

The relationship between relatedness and self determined motivation: What's missing?

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Self-determination theory suggests that satisfaction of the basic, psychological needs for autonomy, competence, and relatedness is essential for individuals to feel autonomously motivated (i.e., self-determined motivation). Empirical research has found that employees' autonomy, competence and relatedness are positive predictors of self-determined motivation. The need for relatedness refers to the sense of feeling connected to others, caring for others and being cared for, and having a sense of belongingness with other individuals and the community. This need to be in relation to others is concerned with feeling a psychological sense of being in a secure communion with others. However, findings have consistently documented that the need for relatedness is a significantly weaker predictor of employees' self-determined motivation in comparison to the needs for autonomy or competence. Several possible explanations for this are considered, including the failure of research to date to consider the influence of social exchange on the relationship between relatedness and self-determined motivation.

The items used to measure relatedness do not focus on measuring a significant aspect of relationships, that is, social exchange. Social exchange theorists have consistently documented how interpersonal relationships in the workplace are governed by reciprocity concerns. There is also abundant research highlighting the variety of poor employee behaviours (e.g., absenteeism) that result from a lack of reciprocity in workplace relations. Could a lack of satisfaction of one's need for relatedness actually be a matter of unfulfilled social exchange in their workplace?

Thursday

engagement, discussion of relation of quantity (present/absent) codes to quality of interaction, and the relation of participation to student engagement.

SYM-18: 2

Grades, Intrinsic Motivation, and Self-Concept of Ability

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It is a well-known phenomenon that both students' intrinsic motivation and their ability self-concepts are very positive at the beginning of elementary school but soon start to decline, and continue to do so until the end of compulsory education. Parents, teachers, and other practitioners often argue that this development strongly depends on the presence of grades in the school context. In the present study, a longitudinal approach was used to investigate whether this decrease in math-related intrinsic motivation and ability self-concepts is a general developmental trend and holds for all students, and to what extent differential developments according to students' grades are observed. To address this question, a sample of N = 542 German 2nd-grade elementary school pupils (M = 7.95 years, SD = 0.58) was followed over two years. At seven measurement occasions, children delivered self-reports on their math-related intrinsic motivation and ability self-concepts. Teachers gave insight into students' grades. Results of growth curve models showed that neither initial math grades nor initial language grades were significantly related to the decline in students' intrinsic motivation in math. However, both grades were significantly related to the negative change in students' math-related self-concept, indicating that the decline in self-concept is strongest for students with poor grades and smaller for those with good grades. Findings will be discussed with a view to their educational relevance and theoretical implications.

Thursday

SYM-18: 3

Teacher Motivation, Instructional Practices and Student Motivation

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The present study is part of a larger project exploring the relations among teachers' motivation, their instructional practices, and students' motivation. Teachers' motivation and instructional practices are assumed to represent crucial elements of students' learning environment. As aspects of teachers' motivation, we have included self-efficacy as well as dimensions of interest and goal orientation. Teachers' instructional practices referred, for example, to mastery-oriented practices and aspects of classroom management. Students' motivation entailed subject interest as well as goal orientation. The sample consisted of 50 elementary teachers and their fifth- or sixth-grade students (N = 887). The assessment of teachers' and students' motivation was based on self-reports, whereas instructional practices were measured through student ratings. In the first step, we examined the relations between teachers' and students' motivation. With respect to students' subject interest, teachers' educational interest and learning goal orientation were found to be substantial predictors. Students' learning goal orientation was significantly predicted by teacher self-efficacy. Teacher motivation did not contribute to students' ability-approach, ability-avoidance, and work-avoidance goals. In the second step, the relations between instructional practices and students' motivation were analyzed. The results revealed that all student motivational characteristics were

lessons, the students were asked to solve different types of tasks. Across these tasks, the students used gStudy learning environment designed to support strategic learning. In addition, gStudy records traces of each student action as they proceed with tasks. First the students' task specific solutions was rated in four categories, namely "on track", "off track", "only task" and "off task". Second, learning patterns that emerged throughout these tasks were investigated. The results show that the students used the same strategies across the tasks. Cross case comparison of task specific solutions and learning patterns indicates and students who are "off track" would benefit the support in terms of task understanding. Also, the task type influences on students' willingness to persist in tasks.

SYM-19: 2

Motivational and Behavioural Consequences of Feeding Back the Motivation of a Group Partner

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During CSCL, learners are not independent from each other but influenced by their learning partners' cognitive activities as well as their motivation. This study investigated how the motivation of a group partner influences the learner's own motivation and performance. Prior research on cooperative learning indicate that information about the motivation of the group partners has a positive effect on motivation. However, social psychological research on motivation in group work suggest a motivation loss effect after being provided with information about a group partner's low motivation. Karau and Williams (1993) explain this motivation loss effect by the lower instrumentality of the own effort. In our experimental study, 58 participants received information about the goals of another participant in a performance task. In the cooperative condition, their group partner was said to have set a significantly lower goal. In the two individual conditions, the participants were either informed about a significantly lower or about a significantly higher goal of another participant. After this feedback, the goal of the participants was assessed once again. There was a significant effect of the condition on this second goal setting whereas there was no effect on the actual performance of the participants. The results show that there is an overall effect of feeding back the motivation of somebody else by social comparison. Additionally, being tied to a lowly motivated group partner in the cooperative condition had an additional negative effect on motivation as predicted. We discuss why this had no effect on the actual performance.

Thursday

SYM-19: 3

Effects of Computer Support, Collaboration, and Time Lag on Self-Efficacy and Transfer

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This meta-analysis (29 studies, $k = 33$, $N = 4,158$) examined the longitudinal development of the relationship between performance self-efficacy and transfer before and after training. A specific focus was on training programs that afforded varying degrees of computer-supported collaborative learning (CSCL). Consistent with Social Cognitive Theory, results suggested positive population estimates between self-efficacy and transfer before ($\rho = 0.31$) and after training ($\rho = 0.39$) and thus a small but positive increase. Three boundary conditions were estimated. First, effect sizes were higher in

causal factors revealed that students with LD scored significantly lower than their non-LD peers on attributions of success to ability and to effort, while students with LD scored significantly higher on attributions of success to task ease and of failure to luck. Among several potential moderators, only the proportion of girls in LD subsample significantly explained between study variance in effect size for failure to effort.

PAP-21: 3

Factor Structure of the Balanced Measure of Psychological Needs Scale in a Portuguese Sample (P-BMPN)

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ABSTRACT:

Previous research on Basic Need Satisfaction provided sound support for the good psychometric properties of BMPN scale (Sheldon & Gunz, 2009), using post-secondary student's samples. In this paper we intend to extend the exam of the psychometric properties of the original the BMPN, aiming to generate improved evidence for the dimensionality of the need satisfaction construct and its invariance across populations (Sheldon & Hilpert, in press). A sample of 379 Portuguese secondary school students was administered the 18-item Portuguese version of the Balanced Measure of Psychological Needs Scale (P-BMPN; Cordeiro, Paixão & Lens, in press). Following a multi-trait (autonomy, competence and relatedness) and multi-method (satisfaction and dissatisfaction) approach to needs construct, it was examined the extent to which the constructs under analysis produced evidence of convergent and discriminant validity (Sheldon & Hilpert, in press). A 5-factor model was tested by 4 nested-model comparisons, using the chi square difference test and change in CFI as Goodness of Fit Indexes (Hu & Bentler, 1999; Marsh, Hau, & Wen, 2004). Results matrix produced evidence of convergent and discriminant construct validity for the two method factors but did not differentiate adequately between one general need factor or three related but distinguishable need factors. Adequate fit was found for models 1, 3, and 5, but not for models 2 and 4. Taken together these results suggest the structure of the need satisfaction construct, as measured by the BMPN, need to be further explored and refined.

Thursday

PAP-21: 4

Validation of a motivation-based typology of Angry Aggression

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This paper describes the validation of the Angry Aggression Scales (AAS) with a sample of 101 antisocial youth with conduct problems (64 boys, 37 girls) and 101 prosocial controls matched on age, gender, education, ethnicity, and school district. Maximum likelihood exploratory factor analyses with oblique rotation were performed on the AAS items as well as computation of Cronbach's alpha and McDonalds Omega. The validation also involved administering the BIS/BAS scales, the SRD (self-reported delinquency), SSRS (teachers' perceptions of social competence) and TRF (teachers'

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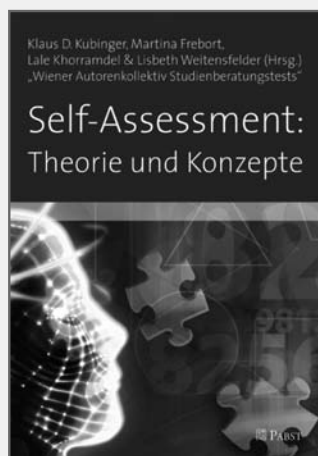
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Timetable: Overview

	Tuesday, 28/August	Wednesday, 29/August	Thursday, 30/August
8:30am - 9:00am	Welcome Session		
9:00am - 10:30am	Symposia		Paper & Symposia
10:30am - 11:30am	Poster Sessions & Coffee Break Basement		
11:30am - 12:30pm	Keynotes		
1:30pm - 3:00pm	Paper Sessions	Symposia	Paper & Symposia
3:00pm - 3:30pm	Coffee Break		Lifetime Award
3:30pm - 5:00pm	Paper Sessions		Farewell
	SIG 8 Meeting		
	Welcome Reception	Dinner	