WEDNESDAY, AUGUST 24th

10:00-12:00 Registration

12:00 CONFERENCE OPENING  Conference Hall II (-1)
Chairs:  Eleftheria N. Gonida, Chair of the Organizing Committee
        Marina S. Lemos, Chair of the International Scientific Board

12:30-13:30 KEYNOTE 1  Conference Hall II (-1)
Affect and Metacognition: Why their Interactions are Important for Self-Regulated Learning
Anastasia Efklides, Aristotle University of Thessaloniki, Greece
Chair: Panayiota Metallidou, Aristotle University of Thessaloniki, Greece

13:30-14:30 Lunch

14:30-16:00 SYMPOSIA

Invited Symposium  Foyer (-1)
S1. Studying Motivation in Context: Contemporary Perspectives and Interactive Work Session
Organizers:  Tim Urdan, Santa Clara University, USA
            Avi Kaplan, Temple University, USA
Chair:  Tim Urdan, Santa Clara University, USA
Discussant:  Avi Kaplan, Temple University, USA

A situative approach to studying motivation and engagement across contexts
Susan Nolen, University of Washington, USA

Using activity system analysis to represent the relation between the activity system and the person
Julie Turner, Notre Dame University, USA

Motivation and context: An identity systems perspective
Avi Kaplan1, Joanna Garner2
1Temple University, USA
2Old Dominion University, USA

Considering context in the development of motivation scales
Marold Wosnitza, Katharina Zay
RWTH Aachen University, Germany
S2. Motivation and Affective Relationships in School among Children with Problem Behaviors

Conference Hall II (-1)

Organizers: Riitta-Leena Metsäpelto, University of Jyväskylä, Finland
Eija Pakarinen, University of Jyväskylä, Finland
Chair: Eve Kikas, Tallinn University, Estonia
Discussant: Anna-Maija Poikkeus, University of Jyväskylä, Finland

Task persistence, task avoidance, and aggressive behavior: Stability in time and mutual relations between Grades 3 and 6
Annaliisa Jõgi, Eve Kikas
Tallinn University, Estonia

Changes in achievement values from primary to lower secondary school in students with externalizing problems
Riitta-Leena Metsäpelto1, Päivi Taskinen2, Bärbel Kracke2, Gintautas Silinskas1, Marja-Kristiina Lerkanen1,
Anna-Maija Poikkeus1, Jari-Erik Nurmi1
1 University of Jyväskylä, Finland
2 Friedrich Schiller, University of Jena, Germany

Affective empathy and social competence as predictors of different roles in school bullying
Panayiota Metallidou, Magdalini Baxevani
Aristotle University of Thessaloniki, Greece

Students’ externalizing and internalizing problems, interest and self-concept of ability in math, and teacher-student relationship
Eija Pakarinen, Riitta-Leena Metsäpelto, Marja-Kristiina Lerkanen, Anna-Maija Poikkeus, Jari-Erik Nurmi
University of Jyväskylä, Finland

S3. Understanding Situational Interest

Conference Hall III (-1)

Organizer & Chair: K. Ann Renninger, Swarthmore College, USA
Discussant: Maximilian Knogler, TUM School of Education, Germany

Implicit theories of interest: Finding your passion or developing it?
Paul A. O’Keefe1, Carol S. Dweck2, Gregory M. Walton2
1 Yale-NUS College, National University of Singapore Business School, Singapore
2 Stanford University, USA

Students' situational interest in a citizen science program: The value component
Niels Bonderup Dohn
Aarhus University, Denmark

Situational interests: A (humble) proposal forward
Flávio S. Azevedo
The University of Texas at Austin, USA

Life science students learning physics with life science examples: A context for thinking about situational interest
K. Ann Renninger, Ming Cai, Panchompoo Wisittanawat, Catherine H. Crouch
Swarthmore College, USA
S4. Student Engagement in Challenging Contexts: The Role of Emotional and Motivational Processes

Organizer & Chair: Dave Putwain, Edge Hill University, UK
Discussant: Johnmarshall Reeve, Korea University, Korea

Student perceptions of teaching practices that can facilitate educational re-engagement
Laura Nicholson, Dave Putwain
Edge Hill University, UK

Student perspectives on their educational environments: A Self-Determination theory approach to the intrapersonal dynamics underlying engagement in learning
Claire Kinsella¹, Dave Putwain², Linda Kaye²
¹Liverpool Hope University, UK
²Edge Hill University, UK

The predictive role of achievement goals on behavioural and affective engagement in maths lessons
Wendy Symes¹, Dave Putwain², Sandra Becker¹, Reinhard Pekrun¹
¹University of Munich, Germany
²Edge Hill University, UK

Do fear appeals prior to a high-stakes test improve student engagement?
Dave Putwain, Laura Nicholson, Ghada Nahkla, Ben Porter
Edge Hill University, UK

16:00-16:30 Coffee break

16:30-17:30 KEYNOTE 2
Contexts, Cognitions, and the Development of Achievement Motivation: Lessons from Young Children
Ruth Butler, The Hebrew University of Jerusalem, Israel

Chair: Eirini Dermitzaki, University of Thessaly, Greece

17:30-19:00 PAPER SESSIONS

O1. Students at Risk: School Engagement and Well-being
Chair: Marina S. Lemos, Universidade do Porto, Portugal

The crucial role of motivation for students at risk to drop out of school
Barbara Otto¹, Nguyen Giang-Nguyen², Havard Byron²
¹University of Frankfurt, Germany
²University of West Florida, USA
School selection drove me to an (un)favourable vocational track, should I believe it was fair? Assessing the motivational impact of justice beliefs in the attendance of low versus highly selective tracks in high school.

Fernando Núñez-Regueiro, Olivier Cosnefroy, Pascal Bressoux
Université Grenoble-Alpes, France

Motivational predictors and outcomes of students’ ways of coping
Marina S. Lemos1, Teresa Goncalves 2
1 Universidade do Porto, Portugal
2 Instituto Politécnico de Viana do Castelo, Portugal

Reading skills, resilience, and psychological wellbeing in dyslexic and non-dyslexic adults
Anna-Kajja Eloranta1, Tuija Aro1&2, Timo Ahonen2, Vesa Närhi1&3
1 Niilo Mäki Institute, Jyväskylä, Finland
2 University of Jyväskylä, Finland
3 University of Eastern Finland, Finland

O2. Autonomy Support in Secondary and Higher Education

Chair: Maarten Vansteenkiste, Ghent University, Belgium

Configurations of perceived autonomy support and control: do adolescents benefit or suffer?
Leen Haerens, Maarten Vansteenkiste, Nathalie Aelterman, An De Meester, Jochen Delrue, Isabel Talir
Ghent University, Belgium

Autonomy support, competence support, and relational support by high need-supportive teachers
Jingwen Jiang1, Vauras Marja1, Volet Simone2, Salo Anne-Eлина3
1 University of Turku, Finland
2 University of Murdoch, Australia

Configurations of autonomy support, structure, and involvement in higher education
Martijn J. M. Leenknecht1&2, Lisette Wijnia1&3, Sofie M. M. Loyens1&3, & Remy M. J. P. Rikers1&3
1 Roosevelt Center for Excellence in Education, Utrecht University, The Netherlands
2 HZ University of Applied Sciences, The Netherlands
3 Erasmus University Rotterdam, The Netherlands

The Situation in School Questionnaire: Development, dimensionality, and validity of a new measure of teachers’ need-supportive style
Maarten Vansteenkiste1, Nathalie Aelterman1, Johnny Fontaine 1, Johnmarshall Reeve 2, Jochen Delrue 1, Bart Soensens 2
1 Ghent University, Belgium
2 Korea University, South Korea
O3. Motivation and Emotion in Mathematics

Chair: Roch Chouinard, Université de Montréal, Canada

The development of math anxiety among primary school children
Riikka Sorvo¹, Tuire Koponen², Eija Räikkönen¹, Helena Viholainen¹, Pilvi Peura¹, Mikko Aro¹
¹ University of Jyväskylä, Finland
² Niilo Mäki Institute, University of Jyväskylä, Finland

Hot reasoning in mathematics: How epistemic emotions arise and how they relate to motivational
mechanisms during a complex proof task
Sandra Becker, Reinhard Pekrun, Stefan Ufer, Elisabeth Meier
Ludwig-Maximilians-Universität München, Germany

Boys and girls: Do their mindset, self-, and motivation beliefs in mathematics differ by gender?
Annaline Flint, Lyn McDonald, Christine M. Rubie-Davies, Lynda Garrett, Penelope Watson, Elizabeth
Peterson
University of Auckland, New Zealand

Developmental trajectories of school beginner’s perceived competence, interest and performance in
mathematics
Anna Tapola, Markku Niemivirta
University of Helsinki, Finland

O4. Expectancy-Value Theory in Different Educational Settings

Chair: Jennifer Archer, University of Newcastle, Australia

Immigrant and non-immigrant families’ ascriptions of responsibility, expectancies, values and outcomes
in school
Kerstin Helker, Wosnitza Marold
RWTH Aachen University, Germany

Teachers matter: Expectancy effects in Chinese university English-as-a-foreign-language classrooms
Zheng Li¹, Christine M. Rubie-Davies²
¹ Southwest University, China
² University of Auckland, New Zealand

The motivation of Vietnamese university students to learn English: A study using the Expectancy-Value
model of academic motivation
Truong Cong Bang, Jennifer Archer
University of Newcastle, Australia

Anxiety and enjoyment in content and language integrated learning: complementarity of expectancy-
value and possible selves?
Audrey De Smet¹, Benoît Galand¹, Laurence Mettewie², Luk Van Mensel²
¹ Université Catholique de Louvain, Belgium
² Université de Namur, Belgium

19:30 WELCOME CEREMONY

Ceremony Hall, Faculty of Philosophy, Old Building
08:30-10:00  PAPER SESSIONS

O5. Measurement Issues in Motivation
Chair: Barbara Greene, University of Oklahoma, USA

Psychometric properties of the Hellenic version of the “Life Challenges Teacher Inventory” (Iluz, Michalsky, & Kramarski, 2012)
Evangelia Foutsitzi1, Georgia Papantoniou1, Despina Moraitou2
1University of Ioannina, Greece
2Aristotle University of Thessaloniki, Greece

Students’ well-being at school revisited: Development and initial validation of a unidimensional self-report scale
Kristina Loderer, Elisabeth Meier, Reinhard Pekrun
University of Munich, Germany

Comparison of self-report techniques for measuring motivation, emotion and cognitive engagement: Use of experience-sampling method
Barbara Greene1, Benjamin Heddy1, Kui Xie2
1University of Oklahoma, USA
2The Ohio State University, USA

Developing and validating a measure of children’s attitudes toward digital literacy
Byeong-Young Cho1, Hyounjin Ok2, Eunha Oh2, Gina Koh2, Jong-Yun Kim3, Soohyun Seo4, Ji-Youn Kim5, Heedong Kim6
1University of Pittsburgh, USA
2Ewha Womans University, South Korea
3Korea Institute for Curriculum and Evaluation, South Korea
4Gwang-Ju National University of Education, South Korea
5Myongji University, South Korea
6Seoul National University of Education, South Korea

Escape, learn and socialize: Developing a scale assessing motives for cultural consumption
Maria Manolika, Alexandros Baltzis
Aristotle University of Thessaloniki, Greece

O6. Self-Determination Theory Applications in Educational and Sports Settings
Chair: Leen Haerens, Ghent University, Belgium

Exploring the relation between achievement aims and self-determined motivation on goal progress
Kaitlyn M. Werner, Marina Milyavskaya
Carleton University, Canada
Moving beyond Amotivation: Autonomous and controlled reasons for non-participation in education
Nathalie Aelterman, Maarten Vansteenkiste, Bart Soenens, Leen Haerens
Ghent University, Belgium

Assessment practices: within-student fluctuations in perceived motivational and affective experiences across lessons
Leen Haerens\(^1\), Christa Krijgsman \(^2\), Tim Mainhard \(^2\), Jan Tartwijk \(^2\), Lars Borghouts \(^3\)
\(^1\)Ghent University, Belgium
\(^2\)Utrecht University, The Netherlands
\(^3\)Fontys University, The Netherlands

Are unexpected tests always (de)motivating?
Beatrijs Vandenkerckhove, Silke Valckenier, Maarten Vansteenkiste, Bart Soenens
Ghent University, Belgium

Identifying profiles of actual and perceived motor competence among different age groups: associations with motivation, global self-worth and physical activity
Leen Haerens, An De Meester, Isabel Tallir, Greet Cardon
Ghent University, Belgium

O7. Motivation and Culture
Chair: Christine Rubie-Davies, University of Auckland, New Zealand

Self- and other-oriented motivations associated with emotional suppression of internalized and externalized negative emotions: A multiethnic self-report study in the Netherlands
Snežana Stupar-Rutenfrans\(^1\), Fons J. R. van de Vijver\(^2\), Johnny R. J. Fontaine\(^3\)
\(^1\)NHTV University of Applied Sciences, Breda, The Netherlands
\(^2\)Tilburg University, The Netherlands; North-West University, South Africa; University of Queensland, Australia
\(^3\)Ghent University, Belgium

Self-efficacy and goal orientation of four ethnic groups in New Zealand, and relations with academic achievement
Christine Rubie-Davies, Meissel Kane
University of Auckland, New Zealand

Relations between teacher and student beliefs for Māori and Pākehā students
Christine Rubie-Davies, Peterson Elizabeth
University of Auckland, New Zealand

The effects of psychological needs support among pre-service teachers' within a multicultural educational context: A Self-Determination theory perspective
Kaplan Haya\(^1\), Madjar Nir\(^2\)
\(^1\)Kaye Academic College of Education, Israel
\(^2\)Bar Ilan University, Israel
O8. Teacher-Student Interaction and Academic Motivation
Foyer (-1)
Chair: Pascal Pansu, Université Grenoble Alpes, France

Teacher and peer support in the interplay of school self-concept and achievement motivation in adolescence
Olga Bakadorova, Diana Raufelder
Universität Greifswald, Germany

Triggering students’ use of cognitive learning strategies in history classes through instructional prompts: Situational interest matters
Matthias Böhm1, Jutta Mägdefrau1, Andreas Michler1, Andreas Gegenfurtner2, Katharina Jonas1
1 University of Passau, Germany
2 Maastricht University, The Netherlands

Teachers’ involvement and disaffection in the classroom: a longitudinal analysis
Kim Stroet1, Marie-Christine Opdenakker2, Alexander Minnaert3
1 Leiden University, The Netherlands
2 Groningen Institute for Educational Sciences (GION), The Netherlands
3 University of Groningen, The Netherlands

The mediation effect of students’ perceptions of teachers’ expectations on the link between self-evaluation bias of school competence and self-regulation
Ludivine Jamain1, Thérèse Bouffard2, Laurent Brun3, Pascal Pansu1
1 Université Grenoble Alpes, France
2 Université du Québec à Montréal, Canada

10:00-10:30 Coffee break

10:30-11:30 KEYNOTE 3
Conference Hall II (-1)
Motivation, Self-Regulated Learning Strategies and the Special Case of Help Seeking
Stuart A. Karabenick, University of Michigan, Ann Arbor, USA
Chair: Anastasia Efklides, Aristotle University of Thessaloniki, Greece

11:30-13:00 SYMPOSIA
Invited Symposium
Conference Hall I
S5. ‘Motivation, Emotions and Beliefs – All Show?’ A Critical Examination of the Evidence for the Substantive Connection between Measured Motivation and other Self-Constructs and Academic Performance.
Organizer & Chair: Dennis M. McInerney, Hong Kong Institute of Education, Hong Kong
Discussant: Allan Wigfield, University of Maryland, USA
Motivation at school: Between and within school subjects’ specificity matter in the prediction of academic achievement
Frédéric Guay, Université Laval, Québec, Canada

The impact of emotions on students’ academic achievement
Reinhard Pekrun, University of Munich, Germany

From learning beliefs to achievement among European American and Chinese immigrant preschool children
Jin Li, Brown University, USA

Research on motivation and achievement: Infatuation with constructs and losing sight of the phenomenon
Avi Kaplan, Temple University, USA

<table>
<thead>
<tr>
<th>S6. Support School Motivation in Different Learning Environments</th>
<th>Conference Hall II (-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizers: Christine Maltais, Université du Québec À Montréal, Canada</td>
<td></td>
</tr>
<tr>
<td>Thérèse Bouffard, Université du Québec À Montréal, Canada</td>
<td></td>
</tr>
<tr>
<td>Chair: Thérèse Bouffard, Université du Québec À Montréal, Canada</td>
<td></td>
</tr>
<tr>
<td>Discusant: Benoît Galand, Université Catholique de Louvain, Belgique</td>
<td></td>
</tr>
</tbody>
</table>

Simultaneous implication of absolute and relative social comparison on academic pupils’ self-evaluation of competence in mathematics and language arts.
Natacha Boissicat¹, Thérèse Bouffard², Pascal Pansu³
¹Université de Nice Sophia Antipolis, France  
²Université du Québec À Montréal, Canada  
³Université Grenoble Alpes, France

Student-teachers relationships and achievement motivation in the context of the transition into secondary school
Roch Chouinard
Université de Montréal, Canada

School adaptation at the arrival at secondary school: examining contributions of parents’ emphasis on performance, parent-students and teacher-students attachment.
Christine Maltais, Thérèse Bouffard, Carole Vezeau
Université du Québec À Montréal, Canada

Preparing students to cooperate in order to favor statistics learning?
Céline Buchs
Université de Genève, Suisse

|-------------------------------------------------------------------------------------------------|-------------------------|
| Organizers: Maximilian Knogler, TUM School of Education, Germany  
                        Andreas Gegenfurtner, Maastricht University, The Netherlands |
| Chair: Maximilian Knogler, TUM School of Education, Germany |
| Discusant: K. Ann Renninger, Swarthmore College, USA |
Creating a trivia question database: How interest shapes our memory performance
Greta Fastrich, Kou Murayama
University of Reading, UK

What makes and keeps complex problem-solving interesting?
Maximilian Knogler¹, Alexander Gröschner², Doris Lewalter¹
¹Technical University Munich, Germany
²Universität Paderborn, Germany

Do learning strategies matter at all? Mediation effects of task specific deep-processing strategies on the relationship between situational interest and achievement in history classes
Katharina Jonas¹, Jutta Mägdefrau¹, Andreas Gegenfurtner³, Andreas Michler¹, Matthias Böhm¹
¹University of Passau, Germany
²Maastricht University, The Netherlands

A comparison study of generation and development of interest in an inquiry learning environment
Marjaana Veermans, Erkka Laine
University of Turku, Finland

S8. Parental influences on children’s motivational beliefs: Multiple aspects, multiple pathways
Organizers & Chairs: Eleftheria N. Gonida, Aristotle University of Thessaloniki, Greece
Marja Vauras, University of Turku, Finland
Discussant: Julianne Turner, Notre Dame University, USA

Development in culture: Maternal socialization goals and the early development of motivated self-regulation
Ruth Butler, Miri Goldschmidt, Liat Hasenfratz, Malki Tversky
The Hebrew University of Jerusalem, Israel

Mothers’ and fathers’ parental self-efficacy and family communication patterns in relation to children’s longitudinal development of motivational orientations
Anne-Eлина Salo, Marja Vauras, Niina Junttila
University of Turku, Finland

Maternal involvement in homework, student goal orientations and achievement: Supporting autonomy and avoiding interference.
Eleftheria N. Gonida, Dimitrios Stamolakis
Aristotle University of Thessaloniki, Greece

Cross-lagged associations between parental trust toward teacher and children’s interest in reading and math
Marja-Kristiina Lerkkanen, Eija Pakarinen
University of Jyväskylä, Finland

13:00-14:00 Lunch
## 14:00-16:00 POSTER SESSIONS

<table>
<thead>
<tr>
<th>Poster</th>
<th>Title</th>
<th>Chairs/Authors</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1.1</td>
<td>The role of and relationships between epistemic, social utility, and personal utility values in pre-service teachers’ decision to enter the teaching profession</td>
<td>Benjamin Torsney, Doug Lombardi, Annette Ponnock&lt;br&gt;Temple University, USA</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.2</td>
<td>Predictors and consequences of Personal Best (PB) goals: Cross-sectional and longitudinal analyses of Australian students</td>
<td>Emma C. Burns, Andrew J. Martin, Rebecca J. Collie&lt;br&gt;University of New South Wales, Australia</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.3</td>
<td>Future faculty’s motivation for teaching in Higher Education</td>
<td>Annette Ponnock, Baris A. Gunersel&lt;br&gt;Temple University, USA</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.4</td>
<td>Teachers’ coping strategies with students’ negative emotions - individual and interactional correlates</td>
<td>Catherine Gosselin, Christa Japel, Marc Bigras, &amp; France Capuano&lt;br&gt;Université du Québec à Montréal, Canada</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.5</td>
<td>Promoting interest and positive emotions when learning STEM content</td>
<td>Robert Danielson, Gale Sinatra, Morgan Polikoff, Julie Marsh&lt;br&gt;University of Southern California, USA</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.6</td>
<td>Relevance and interest in STEM and non-STEM college courses</td>
<td>Jeffrey R. Albrecht Jr., Alanna D. Epstein, Stuart A. Karabenick&lt;br&gt;University of Michigan, USA</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.7</td>
<td>Goal orientation and strategies of self-regulated learning in primary school students with learning disabilities and comprehension difficulties</td>
<td>Christina Kampylafk, Fotini Polychroni&lt;br&gt;University of Athens, Greece</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.8</td>
<td>Does favoring and endorsing mastery goals matter in a competitive educational context? Examining achievement goals in the Turkish educational System</td>
<td>Ayşenur Alp, Ayşenur Demircioğlu, Athanasios Mouratidis&lt;br&gt;Middle East Technical University, Turkey, Hacettepe University, Turkey</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.9</td>
<td>Motivational profiles: homework engagement, anxiety and academic achievement</td>
<td>Bibiana Regueiro, Natalia Suárez, Jose Carlos Nuñez, Antonio Valle, Iris Estevez&lt;br&gt;Universidad de A Coruña, España, Universidad de Oviedo, España</td>
<td>Foyer I (-1)</td>
</tr>
<tr>
<td>P1.10</td>
<td>The English Language: Just Because It’s Important, Does It Mean It’s Useful?</td>
<td>Zelinda Sherlock, Kaori Nakao&lt;br&gt;Kyushu Sangyo University, Japan</td>
<td>Foyer I (-1)</td>
</tr>
</tbody>
</table>
P1.11 Negative emotions and attributions: Understanding the actions and inaction of early career teachers
Ji Hong¹, Barbara Greene¹, Dionne Cross Francis²
¹University of Oklahoma
²Indiana University

P1.12 Longitudinal study of students’ perfectionism profiles and their associations with achievement goal orientations
Pulkka Antti-Tuomas¹, Markku Niemivirta², Heta Tuominen-Soini²
¹National Defence University, Romania
²University of Helsinki, Finland

P2 Motivation and Emotion: Methodological and Theoretical Advances and Challenges
Foyer II (-1)
Chair: Benoit Galand, Université Catholique de Louvain, Belgium

P2.1 The secret life of students: Utilizing smartwatches and in vivo longitudinal experience sampling to understand students’ activities and affective states
Roger S. Taylor
Oswego SUNY, USA

P2.2 Variation of situation-specific engagement in day-to-day learning
Sanni Pöysä, Kati Vasalampi, Joona Muotka, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, Jari-Erik Nurmi
University of Jyväskylä, Finland

P2.3 Capturing students’ adaptation in SRL processes over time using a self-report and event-based measure (Regulated Learning Questionnaire)
Aishah Bakhtiar, Sarah K. Davis, & Allyson F. Hadwin
University of Victoria, Canada

P2.4 Grit’s relation to motivation and achievement outcomes
Katherine Muenks, Allan Wigfield, Seung Yang Ji
University of Maryland, USA

P2.5 Fostering positive emotions in science education: An intervention study applying learning cycles
Gerda Hagenauer¹, Franz Riffert², Josef Kriegseisen³, Alexander Strahi²
¹Bern University; Institute of Educational Science, Switzerland
²Salzburg University, Austria
³Salzburg College of Teacher Training, Austria

P2.6 Which motivational factors and organizational capacity affect the implementation process of a new educational program at secondary school?
Sébastien Dellisse, Benoit Galand, Xavier Dumay, Vincent Dupriez, Jean-Louis Dufays
Université Catholique de Louvain, Belgium
P2.7 A meta-analysis of teacher self-efficacy and three dimensions of effective classroom teaching
Colleen M. Kuusinen¹, Lauermann Fani²
¹University of Michigan, USA
²University of Bonn, Germany

P2.8 Factorial analysis of attributional style in primary school children
Miriam Roussel-Bergeron¹, Bouffard Thérèse¹, Meaney Michael²
¹Université du Québec à Montréal, Canada
²McGill University, Canada

P2.9 A theoretical and empirical examination of the links between individual differences in cognitive skills and grit
Roney Pooneh
University of Bristol, UK

P2.10 The influence of scaffolded computerized science problem-solving on motivation: a comparative study of support programs
Zvia Fund
Bar-Ilan University, Israel

P2.11 Remembering and appraising the wars of the nation against its rivals: Emotion discourse and heroism in the narrative of the Greek history schoolbooks
Efthalia Konstantinidou
University of Western Macedonia, Greece

P2.12 Interindividual differences in motivation, achievement and behavior of secondary school students: a mixed methods perspective
Elisa Kupers, Marieke Boelhouwer
University of Groningen, The Netherlands

P2.13 Training teachers to assess in a more motivating way – the effects on teacher and student outcomes.
Nathalie Aelterman¹, Jolien Maes¹, Christa Krijgsman ¹², Jan Van Tartwijk², Greet Cardon¹, Leen Haerens¹
¹Ghent University, Belgium
²University of Utrecht, The Netherlands

P3. Self and Significant Others: Their Motivational Power
Chair: Athanasios Mouratidis, Hacettepe University, Turkey

P3.1 Trajectories of perceived parental conditional support and psychological adjustment
Audrey Marquis-Trudeau¹, Thérèse Bouffard¹, Carole Vezeau², Rebecca Lévesque-Guillemette¹
¹Université du Québec à Montréal, France
²Collège de Lanaudière à Joliette, Canada

P3.2 The role of parenting behavior, parent goal orientations and student goal orientations in experiencing learning-related emotions and academic achievement
Rosanda Pahljina-Reinic, Svjetlana Kolic Vehovec, Tihana Hrkac
University of Rijeka, Croatia
P3.3 Perceived maternal psychological control and adolescent adjustment: The mediating role of basic psychological needs
Aylin Koçak¹, Sule Selçuk¹, Athanasios Mouratidis¹, Aikaterini-Ailiki Michou², Melike Sayıl³
¹Hacettepe University, Turkey
²Bilkent University, Turkey
³TED University, Turkey

P3.4 Motivating students with different background characteristics and ability levels: A teacher training in autonomy-support and structure
Desirée Weijers¹, Lisette Hornstra¹, Ineke Van der Veen², Thea Peetsma³
¹Utrecht University, The Netherlands
²Kohnstamm Institute, The Netherlands
³University of Amsterdam, The Netherlands

P3.5 Valences and sense of personal autonomy with regard to professional development in Dutch primary teachers: Do decision contexts make a difference?
Folke J. Glastra, Cornelis J. De Brabander
Leiden University, The Netherlands

P3.6 Implicit theories of ability: Testing alternative social cognitive models to science motivation
Jason A. Chen¹, Shane M. Tutwiler²
¹The College of William and Mary, USA
²Harvard University, USA

P3.7 Remembered utility in mathematical problem solving: The role of person characteristics, affect and metacognition
Markos A. Ampantli, Anastasia Efklides
Aristotle University of Thessaloniki, Greece

P3.8 Student's reactions to stressing academic situations: validation of a coping scale in the academic domain
Teresa Goncalves¹, Vera Sousa², Marina S. Lemos²
¹Instituto Politécnico de Viana do Castelo, Portugal
²Universidade do Porto, Portugal

P3.9 Personality and perfectionism factors as predictors of stress and academic engagement among university students
Jessica Gladstone, Lara Turci, Allan Wigfield
University of Maryland, USA

P3.10 Adolescents' possible selves as motivators for action: The role of self-esteem level and stability
Iro Drakopoulou¹, Eleftheria Gonida¹, Grigoris Kioseoglou¹, Angeliki Leontari²
¹Aristotle University of Thessaloniki, Greece
²University of Thessaly, Greece

P3.11 The concept of self-efficacy for school transitions: Examining structural validity, antecedents and outcomes
Nir Madjar, Ronny Chohat
Bar-Ilan University, Israel
P3.12 The relationships between self-downing beliefs, coping strategies and academic math performance in Greek adolescent students: a Rational Emotive Education approach
Alexandra Katsiki 1,2, Alexander Minnaert 2, Dimitris Katsikis 1
1 Hellenic Institute for Rational Emotive and Cognitive Behavioral Therapy, Greece
2 University of Groningen, The Netherlands

P3.13 The “Chip-on-the-Shoulder” Effect: The motivational and performance consequences of disrespecting students
Caitlin Courshon, Tim Urdan
Santa Clara University, USA

P3.14 Cognitive-motivational determinants of career decision-making processes: Validation of a conceptual model
Cordeiro Pedro Miguel 1, Paixão Paula 1, Lacante Marlies 2
1 University of Coimbra, Portugal
2 KU Leuven, Belgium

P3.15 The contribution of emotional intelligence to teacher resilience
Lucas Lohbeck
RWTH Aachen University, Germany

16.00-16.30 Coffee break

16:30-17:30 KEYNOTE 4
Conference Hall II (-1)
Children’s Declining Perceptions of Competence: Inevitable or Manufactured?
Deborah Stipek, Stanford University, USA
Chair: Eleftheria N. Gonida, Aristotle University of Thessaloniki, Greece

17:30-18:00 SIG8: MOTIVATION AND EMOTION AWARDS
Conference Hall II (-1)
Chair: Marina S. Lemos, SIG8 Co-ordinator, President of the Awards Committee, University of Porto, Portugal

18:00-19:30 PAPER SESSIONS

O9. Developmental Issues in Motivation
Conference Hall I
How quality of motivation develops across two years of elementary school: A person-centered approach
Oga-Baldwin W. L. Quint 1, Luke K. Fryer 2
1 Fukuoka University of Education, Japan
2 Kyushu Sangyo University, Japan
A longitudinal study of implicit theories of intelligence and academic achievement among students:
Comparison between two samples
Åge Diseth
University of Bergen, Norway

The role of task orientation in the development of child’s interest and pre-reading skills in 4-6-year-olders
Satu Laitinen, Janne Lepola
University of Turku, Finland

The development of sciences and language interest in a group of Spanish and Finnish secondary students across the transition into high school
Milagros Sainz¹, Katja Upadyaya², Katarina Salmela-Aro²
¹ Internet Interdisciplinary Institute, Spain
² University of Helsinki, Finland

O10. Achievement Emotions
Chair: Daniela Raccanello, University of Verona, Italy

The role of affective states before learning on an emotional design paradigm
Hannes Münchow¹, Maria Bannert²
¹ University of Wuerzburg, Germany
² University of Technology Munich, Germany

An intervention program promoting abilities to recognize and use psychological lexicon on achievement emotions with secondary school students
Daniela Raccanello¹, Martina Ferronato²
¹ University of Verona, Italy
² Instituto Comprensivo di Galliera Veneta (PD), Italy

Domains of students’ pride – What are students proud of in the school context?
Judith Fraenken, Marold Wosnitza
RWTH Aachen University, Germany

Do I have to be in good mood? The interaction of mood and learning with inference prompts
Sabrina Dominique Navratil, Tim Kühl, Stefan Münzer
University of Mannheim, Germany

O11. Cognitive, Emotional and Behavioral Engagement in the Classroom
Chair: Anna-Maija Poikkeus, University of Jyväskylä, Finland

The effects of classroom interaction on students’ lesson-specific engagement
Sanni Pöysä, Kati Vasalampi, Joona Muotka, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, Jari-Erik Nurmi
University of Jyväskylä, Finland

Promotion of primary and lower secondary school students’ classroom engagement through dialogic teaching
Kati Vasalampi, Riitta-Leena Metsäpelto, Anna-Maija Poikkeus
University of Jyväskylä, Finland
Predicting students’ cynicism toward the meaning of school in the transition from primary to lower secondary school: The role of students’ affective and cognitive engagement
Tuomo Virtanen, Kati Vasalampi, Noona Kiuru
University of Jyväskylä, Finland

The engaged mathematics student: How emotional and behavioural engagement in maths lessons is facilitated by cognitive engagement
Sandra Becker1,2, Dave Putwain2, Reinhard Pekrun1,
1Ludwig-Maximilians-Universität München, Germany
2Edge Hill University, England

O12. Avoidance Behaviors in Academic Settings
Chair: Despoina Xanthopoulou, Aristotle University of Thessaloniki, Greece

Academic procrastination in secondary education: Evolution and effects of learning environment characteristics
Marie-Christine Opdenakker
University of Groningen, The Netherlands

Why do some adolescents avoid seeking help? The role of personal and contextual factors
Glykeria Chatzikyriakou, Eleftheria N. Gonida, Grigoris Kiosseoglou
Aristotle University of Thessaloniki, Greece

“Motivated” self-regulation failure? Task-related distractedness as a mediator of the relationship between trait reactance and procrastination
Tatiana Malatincová
Masaryk University, Czech Republic

Motivation, self-regulation and academic self-handicapping in Higher Education students in Greece: A comparison with students in Germany and Scotland
Fotini Polychroni, Alexandros-Stamatis Antoniou, Agni Omiro
National and Kapodistrian University of Athens, Greece
**08:30–10:00 PAPER SESSIONS**

### O13. Reading Motivation, Reading Skills, and Achievement
Chair: Maria Platsidou, *University of Macedonia, Greece*

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and learning during digital game-based reading intervention</td>
<td>Miia Ronimus</td>
<td>University of Jyväskylä, Finland</td>
</tr>
<tr>
<td>School starters’ motivation for reading</td>
<td>Bente R. Walgermo, Oddny J. Solheim, Jan C. Frijters</td>
<td>Brock University, Canada</td>
</tr>
<tr>
<td></td>
<td></td>
<td>National Centre for Reading Education and Research, Norway</td>
</tr>
<tr>
<td>Student self-reported motivation and teacher-rated engagement as predictors of reading achievement</td>
<td>Stephen D. Whitney, David A. Bergin</td>
<td>University of Missouri, USA</td>
</tr>
<tr>
<td>Reading self-efficacy and reading skills among primary school children: Specificity of self-efficacy affecting the relation</td>
<td>Pilvi Peura, Tuija Aro, Helena Viholainen, Rikka Sorvo, Eija Raikkonen, Mikko Aro</td>
<td>University of Jyväskylä, Finland</td>
</tr>
</tbody>
</table>

### O14. Self-Determination Theory and Well-being
Chair: Konstantinos Kafetsios, *University of Crete, Greece*

<table>
<thead>
<tr>
<th>Title</th>
<th>Authors</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivating the benefits of daily solitude: The role of autonomous motivation in moderating the effect of practicing solitude on daily well-being</td>
<td>Thuy-vy Nguyen, Edward Deci, Richard Ryan</td>
<td>University of Rochester, USA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Australian Catholic University, Australia</td>
</tr>
<tr>
<td>Maternal knowledge as a mediator of the relation between maternal psychological control and prosocial and antisocial behavior</td>
<td>Athanasios Mouratidis, Melike Sayil, Asiyte Kumru, Bilge Selçuk Yağmurlu, Bart Soenens</td>
<td>Hacettepe University, Turkey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TED University, Turkey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Özyeğin University, Turkey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Koc University, Turkey</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ghent University, Belgium</td>
</tr>
</tbody>
</table>
University students’ well-being and academic procrastination: The role of social relatedness with peers and faculty
Thomas E. Almut¹, Florian H. Müller², Adria Alpen²
¹ College of Teacher Education Carinthia, Austria
² University Klagenfurt, Austria

A Self-Determination Theory discussion of ethics
Alexios Arvanitis
University of Crete, Greece

O15. Motivation and Emotion Regulation
Conference Hall III (-1)
Chair: Susanne Narciss, Technische Universität Dresden, Germany

Emotion regulation abilities and achievement emotions in primary school children
Daniela Raccanello¹, Angelica Moe², Margherita Brondino¹, Stephanie Lichtenfeld³
¹ University of Verona, Italy
² University of Padova, Italy
³ University of Munich, Germany

Functional effects of the regulation of motivation – A field study with university students over the course of a semester
Carola Grunschel, Axel Grund, Stefan Fries
Bielefeld University, Germany

Emotional design in multimedia learning: Effects on intrinsic motivation and learning outcomes
Steffi Heidig¹, Julia Müller², Susanne Narciss³
¹ Technische Universität Dresden, Germany
² University of Erfurt, Germany
³ University of Munich, Germany

“I may smile, but I hate it right now”- Exploring participants’ emotions during group work
Carolin Schultz¹², Marold Wosnitza¹², Snežana Stupar-Rutenfrans³, Igor Mayer³
¹ Institute of Educational Science, Germany
² RWTH Aachen University, Germany
³ NHTV University, The Netherlands

O16. Motivation, Excellence and Giftedness
Foyer (-1)
Chair: Alexander E. M. G. Minnaert, University of Groningen, The Netherlands

Learning environments triggering gifted students’ motivation: A study on students’ perception of teacher behavior, the relation with their teacher, and their motivation.
Greet C. De Boer,¹² Marie-Christine J. L. Opdenakker¹, Alexander E. M. G. Minnaert¹
¹ University of Groningen, The Netherlands
² CPS Educational Development and Consulting, Amersfoort, The Netherlands

The importance of structure provided by the teacher on the feeling of competence among talented pre-university students
Alexander Minnaert, Martin Van Plateringen, Eline Wiersema, Greet De Boer, Marie-Christine Opdenakker
Groningen University, The Netherlands
Examining the academic and social goals of adolescents who excel only academically, only socially, in both areas, and in neither
Kara A. Makara, University of Glasgow, UK

10:00-10:30 Coffee break

10:30-11:30 KEYNOTE 5 Conference Hall II (-1)
The Development of Children’s Expectancies and Values and Interventions to Improve Them
Allan Wigfield, University of Maryland, USA
Chair: Deborah Stipek, Stanford University, USA

11:30-13:00 SYMPOSIA

Invited Spotlight Session Conference Hall I
S9. Spotlight on Motivational Applications: Contribution of Motivational Self-Diagnostics in Reducing the Incidence of Tertiary Education Dropout
Organizers, Chairs & Presenters: Marold Wosnitza, RWTH Aachen University, Germany
Fani Lauerman, University of Bonn, Germany
Stuart Karabenick, University of Michigan, USA
Katharina Zay, RWTH Aachen University, Germany

Invited Symposium Conference Hall II (-1)
S10. Engagement and Emotions in Collaborative Learning: How Do They Interrelate and What Are The Implications?
Organizers: Simone Volet, University of Murdoch, Australia
Marja Vauras, University of Turku, Finland
Chair: Simone Volet, University of Murdoch, Australia
Discussant: Gerda Hagenauer, University of Bern, Switzerland

Emotion and engagement in collaborative learning: Theoretical introduction and empirical questions
Susan Nolen, Giovanna Scalone, Milo Koretsky
1University of Washington, USA
2Oregon State University, USA

Understanding how emotion regulation is situated in collaborative learning
Hanna Järvenoja, Sanna Järvelä, Jonna Malmberg
University of Oulu, Finland

Regulation of positive emotions in collaborative science activities: Why is it needed for productive engagement in science learning?
Simone Volet, Stephen Ritchie
Murdoch University, Australia
Emotions and engagement in collaborative digital science learning environment
Marja Vauras¹, Tarja Pietarinen¹, Riitta Kinnunen¹, Simone Volet²
¹University of Turku, Finland
²Murdoch University, Australia

Invited Symposium, Hellenic Psychological Society, School Psychology Section
S11. The Interplay of Students’ Socio-emotional and Motivational Factors with Learning and Adjustment in Different Academic Settings
Conference Hall III (-1)
Organizers: Eirini Dermitzaki, University of Thessaly, Greece
Diamanto Filippatou, University of Thessaly, Greece
Chair: Eirini Dermitzaki, University of Thessaly, Greece
Discussant: Chrysse (Sissy) Hatzichristou, National and Kapodistrian University of Athens, Greece

An examination of individual and systemic factors that contribute to student engagement and student psychosocial adjustment in school
Chrysse (Sissy) Hatzichristou, Roula Mihou, Vassiliki Bampanasiou
National and Kapodistrian University of Athens, Greece

The role of academic emotions, motivation and self-regulated learning in language performance: A pilot study
Diamanto Filippatou¹, Panagiota Dimitropoulou², Elissavet Chrysochoou³, Kleopatra Diakogiorgi⁴, Fotini Polychroni³, Asimina Ralli³, Petros Roussos³, Spyros Tantaros³
¹ University of Thessaly, Greece
² University of Ioannina, Greece
³ National and Kapodistrian University of Athens, Greece
⁴ University of Patras, Greece

“Happy or Bored?” – Relationships between motivation, emotions and Math achievement in pre-adolescents
Francisco Peixoto, Lourdes Mata, Vera Monteiro, Cristina Sanches
ISPA – Instituto Universitário / CIE-ISPA (Research Center in Education – ISPA), Portugal

Examining test-related emotions in university students: Relations with motivational and psychosocial factors related to academic life
Irina Dermitzaki, Fotini Bonoti, Maria Kriekouki, Aikaterini Aroni
University of Thessaly, Greece

13:00-14:00 Lunch

14:00–15:30 PAPER SESSIONS

O17. Teachers’ and School Professionals’ Motivation and Emotion
Chair: Avi Kaplan, Temple University, Philadelphia, USA
Do we fit the FIT? Norwegian and Dutch student teachers’ motivation to become a teacher.
Esther T. Canrinus 1, Katrine Nesje 1, Marjon Fokkens-Bruinsma 2, Christian Brandmo 1
1 University of Oslo, Norway
2 University of Groningen, The Netherlands

Primary school pre-service teachers’ views about self-efficacy, motivation and sources of support during school practicum
Efstathios Xafakos, Stavroula Kaldi
University of Thessaly, Greece

University instruction as achievement arena: Structure and relationships of university instructors’ achievement goals
Martin Daumiller, Markus Dresel
University of Augsburg, Germany

“It’s not like I hate my job”: Insights into the deceptive nature of positive emotions
Francis Dionne Cross 1, Ji Hong 2
1 Indiana University, USA
2 University of Oklahoma, USA

Professional identity formation and motivation of the school counselors: A case study
Mirit Sinai 1, Inbal Tossman 2, Avi Kaplan 3
1 The Max Stern Yezreel Valley College, Israel
2 The David Yellin Academic College of Education, Israel
3 Temple University, Philadelphia, USA

O18. Achievement Goal Orientations: Antecedents, Consequences and Individual Differences
Conference Hall II (-1)
Chair: Jean-Luc Gurtner, University of Fribourg, Switzerland

Achievement goals and attitudes towards errors: A developmental perspective
Jean-Luc Gurtner, Veronica Besomi
University of Fribourg, Switzerland

Individual differences in patterns of achievement goals and affect: Effect on motivation, cognition and achievement
Svjetlana Kolić-Vehovec, Rosanda Pahljina-Reinić, Barbara Rončević Zubković
University of Rijeka, Croatia

A multiple goal perspective: Antecedents and consequences of achievement goal profiles
Lisette Hornstra 1, Marieke Majoor 2, Thea Peetsma 2
1 Utrecht University, The Netherlands
2 University of Amsterdam, The Netherlands

Instrumental help-seeking as a function of normative performance goal orientations: A “Catastrophe”
Georgios Sideridis 1, Dimitrios Stamovlasis 2
1 National and Kapodistrian University of Athens, Greece
2 Aristotle University of Thessaloniki, Greece
O19. Self-Regulated Learning and Motivation
Chair: Christopher Wolters, The Ohio State University, USA

The effects of metacognitive knowledge and regulation on self-regulated learning on subsequent performance expectation and performance in various school subjects
Georgia Stephanou, Maria-Helena Mpiontini
University of Western Macedonia, Greece

Dispositional and motivational antecedents of college students’ use of self-regulation strategies
Christopher Wolters, Won Sungjun, Hensley Lauren,
The Ohio State University, USA

Task-specific motivational interpretations and regulation processes in small group interaction
Pia Näykki, Hanna Järvenoja, Jaana Isohätälä, Sanna Järvelä
University of Oulu, Finland

International orientation, learning attitudes and parental influence as predictors of reported frequency of language learning strategy use by junior high school students
Maria Platsidou, Zoe Kantaridou, Iris Papadopoulou
University of Macedonia, Greece

O20. Task-related Motivation
Chair: Cornelis J. de Brabander, Leiden University, The Netherlands

Goal striving strategies and effort-related cardiac activity during task performance
Laure Freydefont1, Peter M. Gollwitzer1,2, Gabriele Oettingen1,3
1 New York University, USA
2 University of Konstanz, Germany
3 University of Hamburg, Germany

The effect of achievement goals on cognitive performance: Interaction with task difficulty
Ayumi Tanaka, Tatsuki Kawakami, Shoko Ohashi
Doshisha University, Japan

Generating internal feedback and receiving external feedback fosters achievement, strategies and motivation in experimental concept learning tasks
Lugain Khalifah, Hermann Körndle, Claudia Prescher, Susanne Narciss
Technische Universität Dresden, Germany

Exploring the Unified Model of Task-specific Motivation: Teachers’ readiness to learn about teaching and learning supportive modes of ICT use
Cornelis J. de Brabander, Folke J. Glastra
Leiden University, The Netherlands

15:30-16:00 Coffee break
16:00-17:00  KEYNOTE 6

The Many Faces of Success: Balancing Between Well-doing and Well-being

Markku Niemivirta, University of Helsinki, Finland

Chair: Marina S. Lemos, Universidade do Porto, Portugal

17:00-18:30  SYMPOSIA

Invited Symposium

Organizers: Monique Boekaerts, Leiden University, The Netherlands
Marina S. Lemos, Universidade do Porto, Portugal

Chair: Stuart Karabenick, University of Michigan, USA
Discussant: Monique Boekaerts, Leiden University, The Netherlands

Studying student engagement: How to avoid conceptual misunderstanding?
Monique Boekaerts, Leiden University, The Netherlands

The engagement construct and engagement measurement: Is the tail wagging the dog?
Gale M. Sinatra, University of Southern California, USA

A situative perspective on engagement
Julianne Turner, University of Notre Dame, USA

Invited Symposium
S13. Moving the Achievement Goal Approach One Step Forward: Towards a Systematic Study of the Reasons Underlying and the Values Relating to Achievement Goals

Organizers: Maarten Vansteenkiste, Ghent University, Belgium
Athanasios Mouratidis, Hacettepe University, Turkey

Chair: Maarten Vansteenkiste, Ghent University, Belgium
Discussant: Tim Urdan, Santa Clara University, USA

Beyond the “what” of achievement goals: The “why” of achievement goals also matters in terms of predicting changes in learning outcomes
Lennia Matos¹, Maarten Vansteenkiste², Athanasios Mouratidis³
¹Pontifical Catholic University of Peru, Peru
²Ghent University, Belgium
³Hacettepe University, Turkey

Necessary but not sufficient: The interconnected role of mastery-goals and autonomous motivation in the reduction of academic cheating
Caroline Pulfrey¹, Maarten Vansteenkiste², Aikaterini-Aliki Michou³, Fabrizio Butera¹
¹University of Lausanne, Switzerland
²University of Gent, Belgium
³Bilkent University, Turkey
A qualitative and quantitative examination of the “What” and the “Why” of students striving and their relation to the “What” and the “How” of teachers’ practices

Aikaterini-Aliki Michou¹, Athanasios Mouratidis², Aikaterini Vasiou, Vasilis Stavropoulos¹

¹Bilkent University, Turkey
²Hacettepe University, Turkey

The consequences of promoting achievement goals using autonomy supportive and controlling practices in class

Benita Moti
University of Haifa, Israel


Conference Hall III (-1)

Organizers & Chairs: Carola Grunschel, Bielefeld University, Germany
Ulrike Nett, University of Ulm, Germany

Discussant: Thomas Martens, Medical School Hamburg, Germany

Achievement goals as antecedents of students’ discrete achievement emotions: An inter- and intra-individual approach across four academic domains

Fabio Sticca¹, Thomas Goetz¹, Reinhard Pekrun², Kou Murayama³, Andrew J. Elliot⁴

¹University of Konstanz & Thurgau University of Teacher Education, Germany
²University of Munich, Germany
³University of Reading, UK
⁴University of Rochester, USA

Students’ emotion regulation before exams: An experience sampling study

Anna-Lena Harter, Ulrike Nett
University of Ulm, Germany

Experienced challenge and emotional responses: Individual and intra-individual variation

Elina Ketonen¹, Kirsti Lonka¹, Hanni Muukkonen¹, Lars-Erik Malmberg²

¹University of Helsinki, Finland
²University of Oxford, UK

Why do students multitask? Exploring the motivational background

Olga Bachmann, Carola Grunschel, Stefan Fries
Bielefeld University, Germany

**18:30 – 19:30 SIG8 MEMBERS’ MEETING**

Chairs: Marina S. Lemos, SIG8 Co-ordinator, University of Porto, Portugal
Hanke Korpershoek, SIG8 Co-ordinator, University of Groningen, The Netherlands

**20:30 CONFERENCE DINNER**
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Chair</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>O21</td>
<td>Supporting School Commitment and Lifelong Learning Competencies and Limiting Drop-out: Person and Context Variables</td>
<td>Hanke Korpershoek</td>
<td>Conference Hall I</td>
</tr>
<tr>
<td></td>
<td>Relationships among students' school motivation, school commitment, cognitive capacities, and their academic achievement in secondary education</td>
<td>Hanke Korpershoek</td>
<td>University of Groningen, The Netherlands</td>
</tr>
<tr>
<td></td>
<td>Austrian students' lifelong learning competencies and their relation with classroom structure and achievement</td>
<td>Julia Klug, Marko Lüftenegger, Barbara Schober, Christiane Spiel</td>
<td>Universität Wien, Austria</td>
</tr>
<tr>
<td></td>
<td>Examining the relationship between goal orientations and students’ performance calibration in elementary physical education</td>
<td>Athanasios Kolovelonis, Marios Goudas</td>
<td>University of Thessaly, Greece</td>
</tr>
<tr>
<td></td>
<td>Student worries, their relation to institutional sources of help and drop-out ideation</td>
<td>Philipp Nolden $^{1}$, Stuart A. Karabenick$^{2}$, Marold Wosnitza$^{1}$</td>
<td>RWTH Aachen University, Germany, Eastern Michigan University, USA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Chair</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>O22</td>
<td>Promoting Motivation in Science</td>
<td>Susan Nolen</td>
<td>Conference Hall II (-1)</td>
</tr>
<tr>
<td></td>
<td>Exploring preschool children’s science motivation</td>
<td>Elisa Heinig$^{1}$, Jacquelyne Eccles $^{2}$, Yvonne Anders $^{1}$</td>
<td>Freie Universität Berlin, Germany, University of California, USA</td>
</tr>
<tr>
<td></td>
<td>Developing tools to support productive disciplinary engagement in project-based science</td>
<td>Susan Nolen, Lia Wetzstein, Alexandra Goodell</td>
<td>University of Washington, USA</td>
</tr>
<tr>
<td></td>
<td>This is a tool for you to use:” The impact of framing and discourse on productive disciplinary engagement in project-based science</td>
<td>Susan Nolen, Kendall Becherer</td>
<td>University of Washington, USA</td>
</tr>
<tr>
<td></td>
<td>Motivational trainings improve mental rotation abilities in no-STEM student</td>
<td>Angelica Moè</td>
<td>University of Padua, Italy</td>
</tr>
</tbody>
</table>
O23. Parental Involvement in Students’ Learning
Conference Hall III (-1)
Chair: Francisco Peixoto, ISPA - Instituto Universitário, Portugal

Predicting students’ STEM career paths: Parent and student interrelations from middle school to college
Isabelle Häfner¹, Chris S. Hulleman², Judith M. Harackiewicz³, Chris S. Rozek⁴, Benjamin Nagengast¹, Ulrich Trautwein¹, Janet S. Hyde³
¹ University of Tübingen, Germany
² University of Virginia, USA
³ University of Wisconsin, USA
⁴ University of Chicago, USA

“To be or not to be happy, seems to be the question”: Relationships between parental involvement, emotions and self-regulation
Lourdes Mata, Francisco Peixoto, Pedro Isaura
ISPA - Instituto Universitário, Portugal

Perceived parental involvement in homework and children’s math performance and motivation in Grade 6
Gintautas Silinskas¹, Eve Kikas²
¹ University of Jyväskylä, Finland
² Tallinn University, Estonia

Young children’s regulation of motivation during learning: Associations with parenting practices that support learning
Eleni Kallia, Eirini Dermitzaki, Fotini Bonoti, Violetta Paraskeva
University of Thessaly, Greece

O24. Basic Needs Support
Foyer (-1)
Chair: Thomas Martens, Medical School Hamburg, Germany

A cross-lagged analysis of the relationships between basic needs support and autonomous motivation based on the Relative Autonomous Index
Noa Fellner, Levi Shiran, Nir Madjar
Bar-Ilan University, Israel

The longitudinal development of 4th to 6th grade students’ basic need satisfaction – the possible attenuating effect of using flexible grouping
Kaare Bro Wellnitz
Aarhus University, Denmark

Support of students’ basic needs and reading performance: An association mediated by mastery goals?
Désirée Theis¹, Natalie Fischer²
¹ German Institute for International Educational Research, Germany
² Universität Kassel, Germany

Self-determination of Greek primary school students with learning and intellectual disabilities
Constantinos Vouyoukas
Aristotle University of Thessaloniki, Greece
10:00-10:30 Coffee break

10:30-12:00 SYMPOSIA

Invited Symposium
S15. Future Time Perspective as a Motivator in Different Life Domains
Conference Hall I
Organizer & Chair: Thea Peetsma, University of Amsterdam, The Netherlands
Discussant: Stuart A. Karabenick, University of Michigan, USA

Future Time Perspective as a motivator: Meta-analyses in the domains of education, work and health
Lucija Andre, Annelies E.M. van Vianen, Thea Peetsma
University of Amsterdam, The Netherlands

Developments in time perspectives on school and professional career of students in intermediate vocational education
Ineke van der Veen, Thea Peetsma
University of Amsterdam, The Netherlands

The motivational impact of FTP in subjects with addictive behaviors: Implications for motivational counselling
Maria Paula Paixão, Cristina Esteves
University of Coimbra, Portugal

Relations between developments in students’ academic self-efficacy and in future time perspectives on school and professional career
Thea Peetsma, Jaap Schuitema, Ineke van der Veen
University of Amsterdam, The Netherlands

Invited Symposium
S16. Promoting Student Motivation with Utility Value Interventions
Conference Hall II (-1)
Organizer: Ulrich Trautwein, University of Tübingen, Germany
Chair: Hanna Gaspard, University of Tübingen, Germany
Discussant: K. Ann Renninger, Swarthmore College, USA

Closing achievement gaps with a utility-value intervention
Judith M. Harackiewicz, Elizabeth A. Canning, Yoi Tibbetts, Stacy J. Priniski, Janet S. Hyde
University of Wisconsin-Madison, USA

Fostering ninth grade students’ value beliefs for Mathematics with a utility-value intervention in the classroom
Hanna Gaspard¹, Brigitte Brisson¹, Isabelle Häfner¹, Anna-Lena Dicke², Barbara Flunger³, Benjamin Nagengast¹, Ulrich Trautwein¹
¹University of Tübingen, Germany
²University of California, USA
³University of Utrecht, The Netherlands
Helping students find value in online math courses: Comparing three utility value interventions in Algebra and Geometry
Emily Q. Rosenzweig¹, Chris Hulleman², Kenn Barron³, Jeff J. Kosovich², Stacy Priniski⁴, Allan Wigfield¹
¹University of Maryland, USA
²University of Virginia, USA
³James Madison University, USA
⁴University of Wisconsin-Madison, USA

Utility value interventions in Biology: Exploring their effectiveness within Hispanic youth
Anna-Lena Dicke¹, Chris S. Hulleman², Jeff Kosovich²
¹University of California, Irvine, USA
²University of Virginia, USA

Examining gender differences in patterns of STEM-related career aspirations and attainment from early adolescence to adulthood
Nayssan Safavian¹, Arena C. Lam¹, Fani Lauermann², & Jacquelynne Eccles¹
¹University of California, USA
²University of Bonn, Germany

Vocational interests: The impact of class achievement and gender
Jenna Cambria¹, Holger Brandt ², Benjamin Nagengast², Ulrich Trautwein²
¹University of Arkansas, USA
²University of Tübingen, Germany

Maximizing gender equality in STEM by minimizing personal choice? Differential effects of obligatory math coursework on girls’ and boys’ math achievement, math self-concept, and vocational interests.
Eike Wille¹, Nicolas Hübner¹, Jenna Cambria², Kerstin Oschatz¹, Benjamin Nagengast¹, Ulrich Trautwein¹
¹University of Tübingen, Germany
²University of Arkansas, USA

Cross-domain effects of adolescents’ expectancy and value beliefs about Math and English on Math/Science-related and Human-Services-Related career plans
Fani Lauermann¹, Angela Chow⁴, Jacquelynne S. Eccles³
¹University of Bonn, Germany
²Indiana University, USA
³University of California, USA
### 12:00-13:30 EXPERT PANEL SESSION  
**Motivation and Emotion: Current Issues, Future Directions**
Organizer & Chair: Eleftheria N. Gonida, *Aristotle University of Thessaloniki, Greece*
Panelists: Reinhard Pekrun, *University of Munich, Germany*  
K. Ann Renninger, *Swarthmore College, USA*  
Gale Sinatra, *University of Southern California, USA*  
Julianne Turner, *Notre Dame University, USA*  
Tim Urdan, *Santa Clara University, USA*  
Maarten Vansteenkiste, *Ghent University, Belgium*

### 13:30-14:30 Lunch

### 14:30-16:00 SYMPOSIA

#### S18. Conceptual Explication of Relevance in Motivational Theory
Conference Hall I
Organizers: Jeffrey R. Albrecht, *University of Michigan, USA*  
Stuart A. Karabenick, *University of Michigan, USA*  
Chair: Jeffrey R. Albrecht, *University of Michigan, USA*  
Discussant: Avi Kaplan, *Temple University, USA*

**Utility value and relevance: Interventions, processes, and conceptual distinctions**  
Chris S. Hulleman, Jeff J. Kosovich  
*University of Virginia, USA*

**Relevance and Interest**  
K. Ann Renninger  
*Swarthmore College, USA*

**Perceived relevance from an expectancy-value perspective: Multiple facets and the role of the school context**  
Ulrich Trautwein, Hanna Gaspard, Benjamin Nagengast  
*University of Tübingen, Germany*

**Context personalization as a relevance intervention**  
Candace A. Walkington, Matthew Bernacki  
*Southern Methodist University & University of Nevada, USA*

#### S19. Are we Clear on the Goals for our Odyssey to Achievement Motivation? Conceptual and Methodological Issues in Achievement Goal Research
Conference Hall II (1)
Organizers: Marko Lüftenegger, *University of Vienna, Austria*  
Stefan Janke, *University of Mannheim, Germany*  
Chair: Stefan Janke, *University of Mannheim, Germany*  
Discussant: Reinhard Pekrun, *Ludwig-Maximilians-Universität München, Germany*
Different reasons for different goals – Patterns and predictions
Markku Niemivirta¹, Anti-Tuomas Pulkka², Anna Tapola¹, Heta Tuominen-Soini¹
¹University of Helsinki, Finland
²National Defence University, Finland

On the relationship between life aspirations and achievement goal Orientations
Stefan Janke, Oliver Dickhäuser
University of Mannheim, Germany

Measuring a classroom mastery goal structure using the TARGET dimensions: Development and validation of a classroom goal structure scale
Marko Lüftenegger, Marlene Kollmayer, Ulrich Tran, Lisa Bardach
University of Vienna, Austria

Mastery goal orientation and adaptive beliefs about errors: Conceptual similarities and differences
Maria Tulis, Markus Dresel
University of Augsburg, Germany

Invited Symposium, Psychological Society of Northern Greece
S20. Application of Motivational Theories in Educational and Sport Settings
Conference Hall III (-1)
Organizers: Haralambos Tsorbatzoudis, Aristotle University of Thessaloniki, Greece
Panayiota Metallidou, Aristotle University of Thessaloniki, Greece
Discussant: Kostas Bikos, Aristotle University of Thessaloniki, Greece

The contribution of personal goal orientations, general comprehension motivation beliefs and task-specific motivation to primary school students’ reading comprehension
Panayiota Metallidou, Maria Valougeorgi, Vaitsa Giannouli, Mara Gioka, & Anthi Borodimou
Aristotle University of Thessaloniki, Greece

Autonomous motivation, perceived classroom environment, and students’ learning strategies among Belgian adolescents: Evidence from a longitudinal, multilevel study
Athanasios Mouratidis
Hacettepe University, Turkey

Students’ achievement goals, emotion perception ability, affect and performance in the classroom: A multilevel examination
Aikaterini Vassiou, PhD, Greece

Predictors of athletes’ motivational profile
Katerina Mouratidou
Aristotle University Thessaloniki, Greece

Reasons for using doping substances in recreational sport
Vassilis Barkoukis¹, Lambros Lazuras², Haralambos Tsorbatzoudis¹
¹Aristotle University of Thessaloniki, Greece
²Sheffield Hallam University, UK
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>16:00</td>
<td>FAREWELL SESSION</td>
<td>Conference Hall I</td>
</tr>
</tbody>
</table>

Chairs:  
- Eleftheria N. Gonida, Aristotle University of Thessaloniki, ICM2016 Chair  
- Marina S. Lemos, University of Porto, Portugal, SIG8 Co-ordinator  
- Hanke Korpershoek, University of Groningen, The Netherlands, SIG8 Co-ordinator