



INTERNATIONAL CONFERENCE
ON MOTIVATION 2016
THE ODYSSEY
TO THE ITHACA
OF LEARNING
24-27.08.2016 • THESSALONIKI, GREECE

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

¹ *Temple University, USA*

² *Old Dominion University, USA*

Considering context in the development of motivation scales

Marold Wosnitza, Katharina Zay

RWTH Aachen University, Germany



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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

Anna-Liisa Jögi, 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 Lerkkanen¹, 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 Baxevasi

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 Lerkkanen, 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



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S4. Student Engagement in Challenging Contexts: The Role of Emotional and Motivational Processes

Conference Hall I

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

¹*Liverpool Hope University, UK*

²*Edge 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

¹*University of Munich, Germany*

²*Edge 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

Conference Hall II (-1)

Contexts, Cognitions, and the Development of Achievement Motivation: Lessons from Young Children

Ruth Butler, *The Hebrew University of Jerusalem, Israel*

Chair: Eirini Dermizaki, *University of Thessaly, Greece*

17:30-19:00 PAPER SESSIONS

O1. Students at Risk: School Engagement and Well-being

Conference Hall I

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

¹*University of Frankfurt, Germany*

²*University of West Florida, USA*



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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 Goncalves²

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-Kaija Eloranta¹, Tuija Aro^{1&2}, Timo Ahonen², Vesa Närhi^{1&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

Conference Hall II (-1)

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-Elina¹

¹ *University of Turku, Finland*

² *University of Murdoch, Australia*

Configurations of autonomy support, structure, and involvement in higher education

Martijn J. M. Leenknecht^{1&2}, Lisette Wijnia^{1&3}, Sofie M. M. Loyens^{1&3}, & Remy M. J. P. Rikers^{1&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 Fontaine¹, Johnmarshall Reeve², Jochen Delrue¹, Bart Soenens¹

¹ *Ghent University, Belgium*

² *Korea University, South Korea*



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03. Motivation and Emotion in Mathematics

Conference Hall III (-1)

Chair: Roch Chouinard, *Université de Montréal, Canada*

The development of math anxiety among primary school children

Riikka Sorvo¹, Tuire Koponena², 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

04. Expectancy-Value Theory in Different Educational Settings

Foyer (-1)

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, Benoit Galand¹, Laurence Mettwie², 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



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THURSDAY, AUGUST 25th

08:30-10:00 PAPER SESSIONS

05. Measurement Issues in Motivation

Conference Hall I

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

¹ *University of Ioannina, Greece*

² *Aristotle 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

¹ *University of Oklahoma, USA*

² *The 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,

¹ *University of Pittsburgh, USA*

² *Ewha Womans University, South Korea*

³ *Korea Institute for Curriculum and Evaluation, South Korea*

⁴ *Gwang-Ju National University of Education, South Korea*

⁵ *Myongji University, South Korea*

⁶ *Seoul 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

06. Self-Determination Theory Applications in Educational and Sports Settings

Conference Hall II (-1)

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



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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 Haerens¹, Christa Krijgsman², Tim Mainhard², Jan Tartwijk², Lars Borghouts³
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

Conference Hall III (-1)

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-Rutenfrans¹, Fons J. R. van de Vijver², Johnny R. J. Fontaine³

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 Haya¹, Madjar Nir²

¹*Kaye Academic College of Education, Israel*

²*Bar Ilan University, Israel*



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08. 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 Brun¹, 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*



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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*

S6. Support School Motivation in Different Learning Environments

Conference Hall II (-1)

Organizers: Christine Maltais, *Université du Québec À Montréal, Canada*

Thérèse Bouffard, *Université du Québec À Montréal, Canada*

Chair: Thérèse Bouffard, *Université du Québec À Montréal, Canada*

Discussant: Benoît Galand, *Université Catholique de Louvain, Belgique*

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

¹*Université de Nice Sophia Antipolis, France*

²*Université du Québec À Montréal, Canada*

³*Université 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

S7. An Interest Theory Perspective on Learning: What is in for the Effective Design of Learning Environments?

Conference Hall III (-1)

Organizers: Maximilian Knogler, *TUM School of Education, Germany*

Andreas Gegenfurtner, *Maastricht University, The Netherlands*

Chair: Maximilian Knogler, *TUM School of Education, Germany*

Discussant: K. Ann Renninger, *Swarthmore College, USA*



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Creating a trivia question data base: 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
¹*Technical University Munich, Germany*
²*Universität 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 Gegenfurtner², Andreas Michler¹, Matthias Böhm¹
¹*University of Passau, Germany*
²*Maastricht University, The Netherlands*

A comparison study of generation and development of interest in an inquiry learning environment

Marjaana Veermans, Erkkä Laine
University of Turku, Finland

**S8. Parental influences on children's motivational beliefs: Multiple aspects, multiple pathways
Foyer (-1)**

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-Elina Salo, Marja Vauras, Niina Junntila
University of Turku, Finland

Maternal involvement in homework, student goal orientations and achievement: Supporting autonomy and avoiding interference.

Eleftheria N. Gonida, Dimitrios Stamovlasis
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



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14:00-16:00 POSTER SESSIONS

P1. Motivation and Emotion from Different Theoretical Perspectives

Foyer I (-1)

Chair: Gale Sinatra, *University of Southern California, USA*

P1.1 The role of and relationships between epistemic, social utility, and personal utility values in pre-service teachers' decision to enter the teaching profession

Benjamin Torsney, Doug Lombardi, Annette Ponnock
Temple University, USA

P1.2 Predictors and consequences of Personal Best (PB) goals: Cross-sectional and longitudinal analyses of Australian students

Emma C. Burns, Andrew J. Martin, Rebecca J. Collie
University of New South Wales, Australia

P1.3 Future faculty's motivation for teaching in Higher Education

Annette Ponnock, Baris A. Gunersel
Temple University, USA

P1.4 Teachers' coping strategies with students' negative emotions - individual and interactional correlates

Catherine Gosselin, Christa Japel, Marc Bigras, & France Capuano
Université du Québec à Montréal, Canada

P1.5 Promoting interest and positive emotions when learning STEM content

Robert Danielson, Gale Sinatra, Morgan Polikoff, Julie Marsh
University of Southern California, USA

P1.6 Relevance and interest in STEM and non-STEM college courses

Jeffrey R. Albrecht Jr., Alanna D. Epstein, Stuart A. Karabenick
University of Michigan, USA

P1.7 Goal orientation and strategies of self-regulated learning in primary school students with learning disabilities and comprehension difficulties

Christina Kampylafka, Fotini Polychroni
University of Athens, Greece

P1.8 Does favoring and endorsing mastery goals matter in a competitive educational context? Examining achievement goals in the Turkish educational System

Ayşenur Alp¹, Ayşenur Demircioğlu², Athanasios Mouratidis²
¹ *Middle East Technical University, Turkey*
² *Hacettepe University, Turkey*

P1.9 Motivational profiles: homework engagement, anxiety and academic achievement

Bibiana Regueiro¹, Natalia Suárez², Jose Carlos Nuñez², Antonio Valle¹, Iris Estevez¹
¹ *Universidad de A Coruña, España*
² *Universidad de Oviedo, España*

P1.10 The English Language: Just Because It's Important, Does It Mean It's Useful?

Zelinda Sherlock, Kaori Nakao
Kyushu Sangyo University, Japan



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P1.11 Negative emotions and attributions: Understanding the actions and inaction of early career teachers

Ji Hong¹, Barbara Greene¹, Dionne Cross Francis²

¹ *University of Oklahoma*

² *Indiana University*

P1.12 Longitudinal study of students' perfectionism profiles and their associations with achievement goal orientations

Pulka Antti-Tuomas¹, Markku Niemivirta², Heta Tuominen-Soini²

¹ *National Defence University, Romania*

² *University 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, Joonas 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 Strahl²

¹ *Bern University; Institute of Educational Science, Switzerland*

² *Salzburg University, Austria*

³ *Salzburg 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



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P2.7 A meta-analysis of teacher self-efficacy and three dimensions of effective classroom teaching

Colleen M. Kuusinen¹, Lauermann Fani²

¹ *University of Michigan, USA*

² *University of Bonn, Germany*

P2.8 Factorial analysis of attributional style in primary school children

Miriam Roussel-Bergeron¹, Bouffard Thérèse¹, Meaney Michael²

¹ *Université du Québec à Montréal, Canada*

² *McGill 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 Boelhouver

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^{1&2}, Jan Van Tartwijk², Greet Cardon¹, Leen Haerens¹

¹ *Ghent University, Belgium*

² *University of Utrecht, The Netherlands*

P3. Self and Significant Others: Their Motivational Power

Foyer III (-1)

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

¹ *Université du Québec à Montréal, France*

² *Collège 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



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P3.3 Perceived maternal psychological control and adolescent adjustment: The mediating role of basic psychological needs

Aylin Koçak¹, Sule Selçuk¹, Athanasios Mouratidis¹, Aikaterini-Aliki 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



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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 Minnaert², Dimitris Katsikis¹

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 Miguel¹, Paixão Paula¹, Lacante Marlies²

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

09. Developmental Issues in Motivation

Conference Hall I

Chair: Åge Diseth, *University of Bergen, Norway*

How quality of motivation develops across two years of elementary school: A person-centered approach

Oga-Baldwin W. L. Quint¹, Luke K. Fryer²

¹ *Fukuoka University of Education, Japan*

² *Kyushu Sangyo University, Japan*



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**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-olds

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, Katariina Salmela-Aro²

¹ *Internet Interdisciplinary Institute, Spain*

² *University of Helsinki, Finland*

O10. Achievement Emotions

Conference Hall II (-1)

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 *Istituto 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 Köhl, Stefan Münzer

University of Mannheim, Germany

O11. Cognitive, Emotional and Behavioral Engagement in the Classroom **Conference Hall III (-1)**

Chair: Anna-Maija Poikkeus, *University of Jyväskylä, Finland*

The effects of classroom interaction on students' lesson-specific engagement

Sanni Pöysä, Kati Vasalampi, Joonas 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



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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 Becker^{1&2}, Dave Putwain², Reinhard Pekrun¹,
¹*Ludwig-Maximilians-Universität München, Germany*
²*Edge Hill University, England*

O12. Avoidance Behaviors in Academic Settings

Foyer (-1)

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-Stamatios Antoniou, Agni Omirou
National and Kapodistrian University of Athens, Greece



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FRIDAY, AUGUST 26th

08:30–10:00 PAPER SESSIONS

O13. Reading Motivation, Reading Skills, and Achievement

Conference Hall I

Chair: Maria Platsidou, *University of Macedonia, Greece*

Engagement and learning during digital game-based reading intervention

Miia Ronimus

University of Jyväskylä, Finland

School starters' motivation for reading

Bente R. Walgermo¹, Oddny J. Solheim¹, Jan C. Frijters²

¹ *National Centre for Reading Education and Research, Norway*

² *Brock University, Canada*

Student self-reported motivation and teacher-rated engagement as predictors of reading achievement

Stephen D. Whitney, David A. Bergin

University of Missouri, USA

Reading self-efficacy and reading skills among primary school children: Specificity of self-efficacy affecting the relation

Pilvi Peura, Tuija Aro, Helena Viholainen, Rikka Sorvo, Eija Raikkonen, Mikko Aro

University of Jyväskylä, Finland

O14. Self-Determination Theory and Well-being

Conference Hall II (-1)

Chair: Konstantinos Kafetsios, *University of Crete, Greece*

Cultivating the benefits of daily solitude: The role of autonomous motivation in moderating the effect of practicing solitude on daily well-being

Thuy-vy Nguyen¹, Edward Deci¹, Richard Ryan^{1&2}

¹ *University of Rochester, USA*

² *Australian Catholic University, Australia*

Maternal knowledge as a mediator of the relation between maternal psychological control and prosocial and antisocial behavior

Athanasios Mouratidis¹, Melike Sayil², Asiye Kumru³, Bilge Selçuk Yağmurlu⁴, Bart Soenens⁵

¹ *Hacettepe University, Turkey*

² *TED University, Turkey*

³ *Özyeğin University, Turkey*

⁴ *Koc University, Turkey*

⁵ *Ghent University, Belgium*



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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 Narciss¹

¹ Technische Universität Dresden, Germany

² University of Erfurt, Germany

“I may smile, but I hate it right now“- Exploring participants' emotions during group work

Carolin Schultz^{1&2}, Marold Wosnitza^{1&2}, 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^{1&2}, Marie-Christine J. L. Opendakker¹, 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 Opendakker
Groningen University, The Netherlands



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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 Nolen¹, Giovanna Scalone², Milo Koretsky²

¹*University of Washington, USA*

²*Oregon 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



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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: Chryse (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

Chryse (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

Irini 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

Conference Hall I

Chair: Avi Kaplan, *Temple University, Philadelphia, USA*



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Do we fit the FIT? Norwegian and Dutch student teachers' motivation to become a teacher.

Esther T. Canrinus¹, Katrine Nesje¹, Marjon Fokkens-Bruinsma², Christian Brandmo¹

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 Cross¹, Ji Hong²

¹ Indiana University, USA

² University of Oklahoma, USA

Professional identity formation and motivation of the school counselors: A case study

Mirit Sinai¹, Inbal Tossman², Avi Kaplan³

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 Hornstra¹, Marieke Majoor², Thea Peetsma²

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 Sideridis¹, Dimitrios Stamovlasis²

¹ National and Kapodistrian University of Athens, Greece

² Aristotle University of Thessaloniki, Greece



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O19. Self-Regulated Learning and Motivation

Conference Hall III (-1)

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

Piia 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

Foyer (-1)

Chair: Cornelis J. de Brabander, *Leiden University, The Netherlands*

Goal striving strategies and effort-related cardiac activity during task performance

Laure Freydefont¹, Peter M. Gollwitzer^{1&2}, Gabriele Oettingen^{1&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



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16:00-17:00 KEYNOTE 6

Conference Hall II (-1)

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

S12. What Does the Engagement Construct Have to Contribute to Our Understanding of the Learning Process and the Self-Regulation of the Learning Process?

Conference Hall I

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

Conference Hall II (-1)

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

¹*Pontifical Catholic University of Peru, Peru*

²*Gent University, Belgium*

³*Hacettepe 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

¹*University of Lausanne, Switzerland*

²*University of Gent, Belgium*

³*Bilkent University, Turkey*



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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

¹*Bilkent University, Turkey*

²*Hacettepe University, Turkey*

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

Benita Moti

University of Haifa, Israel

S14. Emotional and Motivational Processes in Contexts of Self-Regulated Learning: Experience Sampling Approaches **Conference Hall III (-1)**

Organizers & Chairs: Carola Grunsel, *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

¹*University of Konstanz & Thurgau University of Teacher Education, Germany*

²*University of Munich, Germany*

³*University of Reading, UK*

⁴*University 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

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

¹*University of Helsinki, Finland*

²*University of Oxford, UK*

Why do students multitask? Exploring the motivational background

Olga Bachmann, Carola Grunsel, Stefan Fries

Bielefeld University, Germany

18:30 – 19:30 SIG8 MEMBERS’ MEETING

Conference Hall I

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



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SATURDAY, AUGUST 27th

08:30 – 10:00 PAPER SESSIONS

O21. Supporting School Commitment and Lifelong Learning Competencies and Limiting Drop-out: Person and Context Variables **Conference Hall I**

Chair: Hanke Korpershoek, *University of Groningen, The Netherlands*

Relationships among students' school motivation, school commitment, cognitive capacities, and their academic achievement in secondary education

Hanke Korpershoek

University of Groningen, The Netherlands

Austrian students' lifelong learning competencies and their relation with classroom structure and achievement

Julia Klug, Marko Lüftenegger, Barbara Schober, Christiane Spiel

Universität Wien, Austria

Examining the relationship between goal orientations and students' performance calibration in elementary physical education

Athanasios Kolovelonis, Marios Goudas

University of Thessaly, Greece

Student worries, their relation to institutional sources of help and drop-out ideation

Philipp Nolden¹, Stuart A. Karabenick², Marold Wosnitza¹

¹ *RWTH Aachen University, Germany*

² *Eastern Michigan University, USA*

O22. Promoting Motivation in Science

Conference Hall II (-1)

Chair: Susan Nolen, *University of Washington, USA*

Exploring preschool children's science motivation

Elisa Heinig¹, Jacquelynne Eccles², Yvonne Anders¹

¹ *Freie Universität Berlin, Germany*

² *University of California, USA*

Developing tools to support productive disciplinary engagement in project-based science

Susan Nolen, Lia Wetzstein, Alexandra Goodell

University of Washington, USA

"This is a tool for you to use:" The impact of framing and discourse on productive disciplinary engagement in project-based science

Susan Nolen, Kendall Becherer

University of Washington, USA

Motivational trainings improve mental rotation abilities in no-STEM student

Angelica Moè

University of Padua, Italy



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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 Tuebingen, 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



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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

¹*University of Tübingen, Germany*

²*University of California, USA*

³*University of Utrecht, The Netherlands*



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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

S17. Advances and Issues in the Study of Gender and Motivation for STEM

Conference Hall III (-1)

Organizers & Chairs: Jenna Cambria, *University of Arkansas, USA*

Eike Wille, *University of Tübingen, Germany*

Discussant: Dionne Cross Francis, *Indiana University, 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 Brandt², 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 Chow², Jacquelynne S. Eccles³

¹University of Bonn, Germany

²Indiana University, USA

³University of California, USA



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12:00-13:30 EXPERT PANEL SESSION

Conference Hall II (-1)

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*



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Different reasons for different goals – Patterns and predictions

Markku Niemivirta¹, Antti-Tuomas Pulkka², Anna Tapola¹, Heta Tuominen-Soini¹

¹*University of Helsinki, Finland*

²*National 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 Tsozbatzoudis, *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 Tsozbatzoudis¹

¹*Aristotle University of Thessaloniki, Greece*

²*Sheffield Hallam University, UK*



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16:00 FAREWELL SESSION

Conference Hall I

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*