WEDNESDAY, 15 AUGUST 2018

**ICM 2018 - KEYNOTE SESSION: ICM 2018 - KEYNOTE SESSION - PROF. DR. SANNA JÄRVELÄ**

Can motivation be designed? – researching and supporting motivation for 21st century learning
Sanna Järvelä, University of Oulu, Finland

**Paper Session A: 1**

**TIME: 12:45-14:15**

**LOCATION: NOBEL 1481-237**

**SINGLE PAPER: ACHIEVEMENT AND MEASUREMENT**

**Chair**
Christine Rubie-Davies, University of Auckland, New Zealand

**Beyond Grit: Capturing Mathematical Perseverance in Adolescents**
Pooneh Roney, University of Bristol, United Kingdom

**The relations between reading self-efficacy and reading fluency development**
Pilvi Peura, University of Jyväskylä, Finland; Tuija Aro, University of Jyväskylä, Finland; Helena Viholainen, University of Jyväskylä, Finland; Eija Räikkönen, University of Jyväskylä, Faculty of Education, Finland; Mikko Aro, University of Jyväskylä, Finland

**Using task-specific assessment of self-efficacy to identify individual competency profiles**
Katharina Siefer, Pädagogische Hochschule Freiburg, Germany; Timo Leuders, Pädagogische Hochschule Freiburg, Germany; Andreas Obersteiner, University of Education Freiburg, Germany

**Examining students’ self-efficacy across a sequence of lessons on a new topic in mathematics**
Karin Street, University of Oxford, United Kingdom; Lars-Erik Malmberg, University of Oxford, United Kingdom; Gabriel Stylianides, University of Oxford, Cyprus
### Paper Session A: 2
**Time:** 12:45-14:15  
**Location:** Nobel 1481-341

#### SINGLE PAPER: ACHIEVEMENT

**Chair**
Nina Bonderup Dohn, University of Southern Denmark, Denmark

**The association of identity and motivation with students’ achievement in higher education**
Evelyne Meens, Fontys University of Applied Sciences, Netherlands; Anouke Bakx, Fontys University, FHKE, Netherlands; Theo Klimstra, Tilburg University, Netherlands; Jaap Denissen, Tilburg University, Netherlands

**The development of achievement goal orientations in middle school: A latent growth curve analysis**
Markku Niemivirta, University of Oslo, Norway; Francisco Peixoto, ISPA - Instituto Universitário / CIE - ISPA (Research Center in Education, Portugal; Joana Pipa, ISPA - Instituto Universitário / CIE - ISPA (Research Center in Education, Portugal; Lourdes Mata, ISPA - Instituto Universitário / CIE - ISPA (Research Center in Education, Portugal

**Childrens’ motivational development during the transition from pre-school to school**
Ineke van der veen, Kohnstamm Institute, University of Amsterdam, Netherlands; Annemiek Veen, University of Amsterdam, Netherlands.

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### Paper Session A: 3
**Time:** 12:45-14:15  
**Location:** Nobel 1481-264

#### SINGLE PAPER: ACHIEVEMENT AND SELF-DETERMINATION THEORY

**Chair**
Thomas Lösch, University of Bamberg, Germany

**How do Classroom Structures shape Secondary School Students’ Achievement Goals?**
Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Esther Canrinus, University of Agder, Norway; Els van Rooij, University of Groningen, Netherlands

**Basic psychological need support by teachers and peers during collaborative learning**
Lisette Hornstra, Utrecht University, Netherlands; Anouschka van Leeuwen, Utrecht University, Netherlands; Barbara Flunger, Utrecht University, Netherlands

**2-Year Classroom Intervention based on SDT and its Effect on Autonomous Motivation in Math**
Tina Hascher, University of Bern, Switzerland; Claudia C. Sutter-Brandenberger, University of Bern, Switzerland

**How teachers’ characteristics explain students’ perceptions of teaching**
Jean-Louis Berger, Swiss Federal Institute for Vocational Education and Training (SFIVET), Switzerland; Fani Lauermann, University of Bonn, Germany

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**SINGLE PAPER: EXPECTANCY-VALUE THEORY**

**Chair**
Elizabeth Olivier, Université catholique de Louvain (UCL), Canada

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<tr>
<th>Title</th>
<th>Authors</th>
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<tbody>
<tr>
<td>Development and validation of a domain-specific expectancy-value form of learning motivation</td>
<td>Kerstin Kisielski, TU Dresden - Psychology of Learning and Instruction, Germany; Susanne Narciss, TU Dresden, Germany</td>
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<td>Relevance Interventions in the Classroom: A Means to Promote Students’ Homework Motivation</td>
<td>Barbara Flunger, Utrecht University, Netherlands; Hanna Gaspard, University of Tübingen, Germany; Isabelle Haefner, University Tübingen, Germany; Brigitte Brisson, German Institute for International Educational Research (DIPF), Germany; Anna-Lena Dicke, University of California Irvine, United States; Jiesi Guo, Australian Catholic University, Australia; Cora Parisius, University of Tübingen, Germany; Benjamin Nagengast, Eberhard Karls Universität Tübingen, Germany; Ulrich Trautwein, University of Tübingen, Germany</td>
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<td>It Takes Two: Expectancy-Value Constructs and Vocational Interests Predict STEM Careers Differently</td>
<td>Eike Wille, University of Tübingen, Germany; Jenna Cambria, University of Arkansas, United States; Gundula Stoll, University of Tübingen, Germany; Benjamin Nagengast, Eberhard Karls Universität Tübingen, Germany; Ulrich Trautwein, University of Tübingen, Germany</td>
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<td>Understanding Utility-Value Intervention Effects: The Role of Personal and Interpersonal Writing</td>
<td>Stacy Priniski, University of Wisconsin - Madison, United States; Elizabeth Canning, Indiana University, United States; Yoi Tibbetts, University of Virginia, United States; Emily Rosenzweig, University of Wisconsin-Madison, United States; Judith Harackiewicz, University of Wisconsin-Madison, United States</td>
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**SINGLE PAPER: SELF-DETERMINATION THEORY AND MEASUREMENT**

**Chair**
Ib Ravn, The Danish University of Education, Denmark

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<tr>
<td>How do People Handle Competence Frustration?: The Role of Resilience and Attentional Bias</td>
<td>Joachim Waterschoot, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium</td>
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<td>Testing Gender Similarities: Subjective Task Value and Motivation to Transfer in Adult Education</td>
<td>Andreas Gegenfurtner, Technische Hochschule Deggendorf, Germany</td>
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<td>“All fun and no impact – is there a motivation-behavior gap in studies of games and gamification?</td>
<td>Andreas Lieberoth, Aarhus University, Denmark</td>
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<td>How do students with different motivational profiles perceive feedback during classroom interaction?</td>
<td>Katharina Drelling, Institute for Educational Science, University of Göttingen, Germany; Ariane S. Willems, Institute for Educational Science, University of Göttingen, Germany</td>
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### Paper Session A: SELF-REGULATION

**Chair**  
Kristy Robinson, Michigan State University, United States

- **Contextual Differences of Students’ Motivation Regulation Strategies in a Collaborative Project**  
  Aishah Bakhtiar, University of Victoria, Canada; Allyson Hadwin, University of Victoria, Canada; Hanna Jarvenoja, University of Oulu, Finland

- **Help seeking and motivational beliefs: The case of academically talented adolescents**  
  Eleftheria Gonida, Aristotle University of Thessaloniki, Greece; Stuart Karabenick, University of Michigan, United States; Dimitrios Stamolidis, Aristotle University of Thessaloniki, Greece; Panayiota Metallidou, Aristotle University of Thessaloniki, Greece; Center for Talented Youth (CTY) Greece, Anatolia College, Thessaloniki, Greece

- **Study-life balance: How mindfulness may help students to manage a stressful learning episode**  
  Kerstin Senker, Universität Bielefeld, Germany; Axel Grund, University of Bielefeld, Germany; Stefan Fries, University of Bielefeld, Germany

- **Teachers’ conceptions about academic effort and its development in school contexts**  
  Mary Louise Claux, Pontificia Universidad Católica del Perú, Peru

### Poster Session A: ENGAGEMENT AND MOTIVATION

- **A Self-Determination Theory approach to understand the motivational dynamics of Team-Based Learning**  
  Lucas Matias Jeno, University of Bergen, Norway

- **The Relationship between Basic Psychological Needs, Learning Climate, and Academic Motivation**  
  Rylee Oram, University of Ottawa, Canada; Maria Rogers, University of Ottawa, Canada

- **First steps in LEAPS – developing an instrument for measuring engagement among students aged 6-15**  
  Morten Rask Petersen, University College Lillebælt, Denmark; Nadia Dyberg Egemose, Laboratory for Cohherent Education and Learning, University of Southern Denmark, Denmark; Thomas Rohde Skovdal Albrechtsen, University College Syd, Denmark; Frank Jensen, University College Lillebælt, Denmark

- **Teachers’ attitudes towards and use of motivational concepts at a health sciences school**  
  Abigail Snook, University of Iceland, Iceland; Asta B Schram, University of Iceland, Iceland

- **Self-regulated Learning Profiles in College Students and their Needs for Learning Support**  
  Ji Zhou, German Institute for International Educational Research (DIPF), Germany

- **Making lectures interactive and fun: Motivating students by means of digital response systems**  
  Åge Diseth, University of Bergen, Norway

- **External predicts decreasing quality of motivation across three school subjects**  
  Quint Oga-Baldwin, Waseda University, Japan; Luke K. Fryer, The University of Hong Kong,
How to prevent dropout? Designing an approach to enhance motivation in adolescent language learners
Marianne Engen Matre, University of Agder, Norway; Esther Canrinus, University of Agder, Norway

Effective teaching interventions for improving learning and motivation of high ability students
Katelijne Barbier, University of Antwerp, Belgium; Elke Struyf, University of Antwerp, Belgium; Vincent Donche, University of Antwerp, Belgium

Does triggered interest relate to grades?
Clara Mumme, Goethe-University Frankfurt, Institute of Psychology, Germany; Christian Trautmann, Goethe-Universität, Germany; Regina Vollmeyer, Goethe-Universität, Germany

Situational Interest During Science Enrichment Program as a Predictor of Personal Interest
Anna Sansone, Michigan State University, United States; Kristy Robinson, Michigan State University, United States; Anthony Perez, Old Dominion University, United States; Rochelle Bloom, Duke University, United States; Lisa Linnenbrink-Garcia, Michigan State University, United States

Self-Regulated Learning and Mental Health in University Students
Sarah Davis, University of Victoria, Canada; Allyson Hadwin, University of Victoria, Canada; Rebecca Edwards, University of Victoria, Canada

Investigating Similarity in Motivation Between Friends at High School
Laura Burgess, University of Reading, United Kingdom; Carolyn McNabb, University of Reading, United Kingdom; Patricia Riddell, University of Reading, United Kingdom; Amy Fancourt, University of Reading, United Kingdom; Kou Murayama, University of Reading, United Kingdom

Facilitation of Self-Regulated Online Learning: Goal Setting in Medical Massive Open Online Courses
Renée Hendriks, Leiden University Medical Center, Netherlands; Peter de Jong, Leiden University Medical Center, Netherlands; Marlies Reinders, Leiden University Medical Center, Netherlands

The antecedents of pupils’ mindsets: Structure and assessment of teachers’ fixed-ability practices
Pia Kreijkes, University of Cambridge, United Kingdom; Ros McLellan, Cambridge University, United Kingdom

Strengthening self-efficacy in teaching for non-teachers through training student-focused teaching
Alex Shum, The University of Hong Kong, Hong Kong; Peter Lau, University of Hong Kong, Hong Kong; Luke Fryer, University of Hong Kong, Hong Kong

Interest in Informal Learning Environments: A Meta-Analysis
Andreas Gegenfurtner, Technische Hochschule Deggendorf, Germany; Anna Braukmann, Technische Universität München (TUM), Germany; Doris Lewalter, Technical University of Munich (TUM), Germany; K. Ann Renninger, Swarthmore College, United States

Increasing Student Motivation for Computer Science: An Evaluation of a Design-Based Approach
Neha Sharma, Santa Clara University, United States; Tim Urdan, Santa Clara University, United States

Task value profiles across middle school transition in Finland - a longitudinal study
Janica Vinni-Laakso, University of Helsinki, Finland; Jiesi Guo, Australian Catholic University, Australia; Katarina Salmela-Aro, Helsinki University, Finland

A model to prevent early school leaving on an individual level.
Nick Snell, University of Groningen, Netherlands
## Paper Session B: 1  
**Time:** 15:15-16:45  
**Location:** Nobel 1483-251

### SINGLE PAPER: EMOTION, AFFECT AND MOTIVATION

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<thead>
<tr>
<th>Chair</th>
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| Nina Bonderup Dohn, University of Southern Denmark, Denmark | Basic Psychological Need Satisfaction, Affect and Mental Health  
Nicola Schutte, University of New England, Australia |
| | Implicit and explicit affects: distinct roles in teaching activities?  
Cornelis de Brabander, Leiden University, Netherlands; Kim Stroet, Leiden University, Netherlands |
| | Parents’ motivation for parent-child reminiscing and the relation with children’s emotion regulation  
Jolene van der Kaap-Deeder, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium |
| | Motivation & emotion in the Opportunity-Propensity Framework: Are they predictive for math abilities?  
Elke Baten, University of Ghent, Belgium; Annemie Desoete, Ghent University, Artevelde University College Ghent, Belgium |
| | Parents’ scaffolding for autonomous motivation favor child homework motivation  
Angelica Moè, University of Padova, Italy; Idit Katz, Ben-Gurion University of the Negev, Israel; Marianna Alesi, Università di Palermo, Italy |

## Paper Session B: 2  
**Time:** 15:15-16:45  
**Location:** Nobel 1481-341

### SINGLE PAPER: SELF-REGULATION AND MEASUREMENT

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<tr>
<th>Chair</th>
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| Neha Sharma, Santa Clara University, United States | Motivational conflicts in student’s daily learning: Analyzing expectancy and value as predictors  
Nadia Catherine Reymond, Bielefeld University, Germany; Carola Grunschel, Bielefeld University, Germany; Olga Bachmann, Bielefeld University, Germany; Stefan Fries, University of Bielefeld, Germany |
| | Physiological Data as Unobtrusive Measures for Motivation and Self-Regulated Learning  
Moritz Niemann, MSH Medical School Hamburg, Germany; Thomas Martens, Medical School Hamburg, Germany |
| | TIME: Time perspective Intervention of Motivation Enhancement  
Thea Peetsma, University of Amsterdam, Netherlands; Ineke van der veen, Kohnstamm Institute, University of Amsterdam, Netherlands; Jaap Schuitema, University of Amsterdam, Netherlands |
| | Enhancing motivational regulation competencies in higher education: Results from 2 training studies  
Gabriele Steuer, University of Augsburg, Germany; Nicole Eckerlein, University of Augsburg, Germany; Markus Dresel, University of Augsburg, Germany |
# Paper Session B: 3
**Time:** 15:15-16:45  
**Location:** Nobel 1483-354

## SINGLE PAPER: SELF-EFFICACY

**Chair**  
Kerstin Helker, RWTH Aachen University, Germany

**A pilot intervention to improve career decision self-efficacy and the alignment of aspirations**  
Nathan Berger, Western Sydney University, Australia; Jose Hanham, Western Sydney University, Australia; Kate Stevens, Western Sydney University, Australia; Kathryn Holmes, Western Sydney University, Australia

**How Teacher Vulnerability and Identity Affect their Relationships with Students**  
Tim Urdan, Santa Clara University, United States; Marli Dunn, Santa Clara University, United States

**Epistemic Cognition in Secondary Science Teachers' Instructional Decision Making**  
Annette Ponnock, University of Maryland, United States

# Paper Session B: 4
**Time:** 15:15-16:45  
**Location:** Nobel 1481-239

## SINGLE PAPER: ENGAGEMENT AND INTEREST

**Chair**  
Kim Stroet, Leiden University, Netherlands

**Science Classroom Activities Related to Student Situational Engagement**  
Kalle Juuti, University of Helsinki, Finland; Janna Inkinen, University of Helsinki, Finland; Katariina Salmela-Aro, Helsinki University, Finland; Christopher Klager, Michigan State University, United States; Barbara Schneider, College of Education, Michigan State University, United States; Joseph Krajcik, College of Education, Michigan State University, United States; Jari Lavonen, University of Helsinki, Finland

**Development of Interest and the Role of Choice during Sequential Knowledge Acquisition**  
Greta Fastrich, University of Reading, United Kingdom; Kou Murayama, University of Reading, United Kingdom

**Increased emotional engagement in game-based learning**  
Manuel Ninaus, Leibniz-Institut für Wissensmedien, Germany; Simon Greipl, Leibniz-Institut für Wissensmedien, Germany; Kristian Kilili, Tampere University of Technology, Finland; Elise Klein, Leibniz-Institut für Wissensmedien, Germany; Hans-Otto Karnath, Hertie-Institute for Clinical Brain Research, University of Tübingen, Germany; Korbinian Moeller, Leibniz-Institut für Wissensmedien, Germany

**Students' Interest in situ during science and other lessons: A Multilevel latent profile analysis**  
Kalle Juuti, University of Helsinki, Finland; Katja Upadhyaya, University of Helsinki, Finland; Joe Krajcik, Michigan State University, United States; Barbara Schneider, Michigan State University, United States; Jari Lavonen, University of Helsinki, Finland; Katariina Salmela-Aro, Helsinki University, Finland

**Annotations:**  
THIS SESSION WILL BE CHAIRMED BY KOU MURAYAMA, REPLACING KIM STROET.
### Paper Session B: 5
**Time:** 15:15-16:45  
**Location:** Nobel 1483-444  
**SINGLE PAPER: SELF-DETERMINATION THEORY AND MOTIVATION**

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<td>Benjamin Torsney, University College Dublin, Ireland</td>
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<tr>
<td><strong>Shifts in Emerging Adults’ Sleep Pattern during Examination Period: Psychological Needs and Stress</strong></td>
<td>Maarten Vansteenkiste, Ghent University, Belgium; Rachel Campbell, Ghent University, Belgium; Wim Beyers, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium</td>
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<td><strong>The impact of single parent families on primary students’ motivation and achievement</strong></td>
<td>Barbara Otto, Psychology, University of Landau, Germany; Natalie Vannini, Goethe-Universität Frankfurt, Germany</td>
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<tr>
<td><strong>Predicting PhD students’ persistence over a 5-year period</strong></td>
<td>David Litalien, Université Laval, Canada; Gabriella Hamelin, Université Laval, Canada; Frederic Guay, Laval University, Canada</td>
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<td><strong>What is psychologically happening in a music class?</strong></td>
<td>Dora Herrera, Pontificia Universidad Católica del Perú, Peru; Lennia Matos, Pontifical Catholic University of Peru, Peru; Rafael Gargurevich, Pontificia Universidad Católica del Perú, Peru</td>
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### Paper Session B: 6
**Time:** 15:15-16:45  
**Location:** Nobel 1481-237  
**SINGLE PAPER: ENGAGEMENT, ATTITUDES AND BELIEFS**

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<td>Eleftheria Gonida, Aristotle University of Thessaloniki, Greece</td>
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<tr>
<td><strong>The Relation of Help-Seeking Attitude, Adaptive Help-Seeking Behavior and Drop-out Tendencies</strong></td>
<td>Philipp Nolden, RWTH Aachen University, Germany; Marold Wosnitza, RWTH Aachen University, Germany; Stuart Karabenick, University of Michigan, United States</td>
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<td><strong>Which students comply with writing tasks in classroom-based value interventions—and does it matter?</strong></td>
<td>Brigitte Brisson, German Institute for International Educational Research (DIPF), Germany; Chris Hulleman, University of Virginia, United States; Isabelle Hafner, University of Tübingen, Germany; Hanna Gaspard, University of Tübingen, Germany; Barbara Flunger, Utrecht University, Netherlands; Anna-Lena Dicke, University of California Irvine, United States; Ulrich Trautwein, University of Tübingen, Germany; Benjamin Nagengast, Eberhard Karls Universität Tübingen, Germany</td>
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<tr>
<td><strong>Development of computational thinking, scientific reasoning and interest</strong></td>
<td>Marjaana Veermans, University of Turku, Finland; Jenni Airola, University of Turku, Finland</td>
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<td><strong>Social and Academic Popularity: Disentangling Two Distinct Dimensions of Interpersonal Perception</strong></td>
<td>Thomas Lösch, University of Bamberg, Germany; Katrin Rentzsch, University of Bamberg, Germany</td>
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**WEDNESDAY, 15 AUGUST 2018**
## Symposium Session A: 1

### Time: 08:30-10:00 | Location: Nobel 1481-239

**SYMPOSIUM: PROMOTING WELL-BEING AND PSYCHOSOCIAL ADJUSTMENT: ADAPTIVE AND MALDAPTIVE EMOTION REGULATION**

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<tr>
<th>Chair</th>
<th>Moti Benita, University of Haifa, Israel</th>
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<td>Organisers</td>
<td>Moti Benita, University of Haifa, Israel; Guy Roth, Ben-Gurion University of the Negev, Israel</td>
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<tr>
<td>Discussant</td>
<td>Maarten Vansteenkiste, Ghent University, Belgium</td>
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<tr>
<th>Title</th>
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<tr>
<td>Adaptive emotion regulation: Socialization and outcomes</td>
<td>Guy Roth, Ben-Gurion University of the Negev, Israel</td>
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<td>Choosing to Regulate Emotions: Autonomous vs. Controlled Emotion Goal Pursuit</td>
<td>Moti Benita, University of Haifa, Israel</td>
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<td>Emotion Regulation, Basic Need Satisfaction, and Psychological Health: Cross-Cultural Research</td>
<td>Lennia Matos, Pontifical Catholic University of Peru, Peru; Moti Benita, University of Haifa, Israel</td>
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<td>Early Antecedents of Psychologically Controlling Parenting during Toddlerhood</td>
<td>Jolene van der Kaap-Deeder, Ghent University, Belgium; Katrijn Brenning, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Lisa Dieleman, Ghent University, Belgium</td>
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## Symposium Session A: 2

### Time: 08:30-10:00 | Location: Nobel 1481-231

**SYMPOSIUM: THEORETICAL AND METHODOLOGICAL ADVANCEMENTS IN EXAMINING TEACHERS’ (DE)MOTIVATING STYLES**

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<tr>
<th>Chair</th>
<th>Nathalie Aelterman, Ghent University, Belgium</th>
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<tr>
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<td>Maarten Vansteenkiste, Ghent University, Belgium</td>
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<tr>
<td>(De)motivating Teaching in Primary and Higher Education: The Value of a Circumplex Approach</td>
<td>Branko Vermote, University of Ghent, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Nathalie Aelterman, Ghent University, Belgium</td>
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<td>Developmental Changes of Teachers’ Motivating Style and Students’ Academic Motivation</td>
<td>Idit Katz, Ben-Gurion University of the Negev, Israel; Rinat Cohen, Ben Gurion University of the Negev, Israel; Nathalie Aelterman, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium</td>
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<td>Examining Correlates of (De)Motivating Teaching Styles from Two Theoretical Perspectives</td>
<td>Tim Mainhard, Utrecht University, Netherlands; Nathalie Aelterman, Ghent University, Belgium; Leen Haerens, Ghent University, Belgium; Jan van Tartwijk, Utrecht University, Netherlands; Maarten Vansteenkiste, Ghent University, Belgium</td>
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<tr>
<td>Students’ Task-specific Perceptions of Teacher’s (De)motivating Teaching Style</td>
<td>Martijn Leenknecht, Roosevelt Center for Excellence in Education, Netherlands; Lisette Wijnia, University College Roosevelt, Netherlands; Sofie Loyens, University College Roosevelt, Netherlands; Remigius (Remy) Rikers, UCR / Utrecht University, Netherlands</td>
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SYMPOSIUM: PROCESSES MATTER? EXPLORING THE ROLE OF MOTIVATION AND EMOTIONS IN THE PROCESS OF LEARNING

Chair
Hanna Jarvenoja, University of Oulu, Finland

Organisers
Thomas Martens, Medical School Hamburg, Germany; Hanna Jarvenoja, University of Oulu, Finland

Discussant
Marold Wosnitza, RWTH Aachen University, Germany

Planning and Emotion Regulation During Two Online Collaborative Tasks
Elizabeth Webster, University of Victoria, Canada; Sarah Davis, University of Victoria, Canada; Allyson Hadwin, University of Victoria, Canada; Aishah Bakhtiar, University of Victoria, Canada

Emotion Regulation in collaborative learning: Individual experiences and group level regulation
Kristiina Kurki, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland; Tiina Törmanen, University of Oulu, Finland; Aishah Bakhtiar, University of Victoria, Canada

Sensor Measures for Tracking and Predicting Motivation in Learning Processes
Thomas Martens, Medical School Hamburg, Germany; Moritz Niemann, MSH Medical School Hamburg, Germany

Exploring differences between students’ motivation processes in collaborative learning
Kayley Lyons, University of North Carolina, United States; Nikki Lobczowski, University of North Carolina at Chapel Hill, United States; Jeff Greene, University of North Carolina, United States; Jacqui McLaughlin, University of North Carolina, United States

SYMPOSIUM: THE DEVELOPMENT OF MATH- AND LANGUAGE ARTS-RELATED EXPECTANCY-VALUE BELIEFS: CROSS-DOMAIN ANALYSES

Chair
Fani Lauermann, University of Bonn, Germany

Organiser
Fani Lauermann, University of Bonn, Germany

Discussant
Stuart Karabenick, University of Michigan, United States

Ability Self-Concept Formation in Mathematics and Language Arts in the Early School Years
Anne Franziska Weidinger, Technical University Dortmund, Germany; Ricarda Steinmayr, TU Dortmund, Germany; Birgit Spinath, Heidelberg University, Germany

Bidirectional Cross-domain Associations of Adolescents’ Expectancies, Values, and Career Aspirations
Rebecca Lazarides, University of Potsdam, Germany; Charllot Rubach, University of Potsdam, Germany

Joint Trajectories of Students’ Expectancies and Values in Math and Language Arts
Hanna Gaspard, University of Tübingen, Germany; Fani Lauermann, University of Bonn, Germany; Norman Rose, University Tuebingen, Germany; Allan Wigfield, University of Maryland, United States; Jacquelyne Eccles, University of California, Irvine, United States

Task Value Profiles among Adolescents in Australia, Finland, the United States, and Germany
Jaana Viljaranta, University of Eastern Finland, Finland; Helen Watt, The University of Sydney, Australia; Heta Tuominen, University of Helsinki, Finland; Markku Niemivirta, University of Helsinki, Finland; Fani Lauermann, University of Bonn, Germany; Jacquelyne Eccles, University of California, Irvine, United States; Birgit Spinath, Heidelberg University, Germany; Ricarda Steinmayr, TU Dortmund, Germany; Katarina Salmela-Aro, Helsinki University, Finland
### SYMPOSIUM: TEACHERS’ ENTHUSIASM: ANTECEDENTS, EFFECTS, AND UNDERLYING MECHANISMS

**Chair**  
Angelica Moè, University of Padova, Italy

**Discussant**  
Idit Katz, Ben-Gurion University of the Negev, Israel

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<td><strong>Symposium Session A: 5</strong></td>
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<td>Nobel 1483-251</td>
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**Lesson profiles of teacher enthusiasm and relations to students’ emotions**  
Melanie Keller, Leibniz Institute for Science and Mathematics Education, University of Kiel, Germany; Germany; Eva Becker, University of Konstanz, Germany; Anne Christiane Frenzel, University of Munich, Germany; Jamie Taxer, Stanford University, United States

**Displayed enthusiasm fosters recall and attention**  
Angelica Moè, University of Padova, Italy; Anne Christiane Frenzel, University of Munich, Germany

**Effects of teacher expressive behaviors on students’ attention, recall and affect**  
Lik Au, University of Munich (LMU), Germany; Anne Christiane Frenzel, University of Munich, Germany; Angelica Moè, University of Padova, Italy

**Motivations and attributions that predict teachers’ interest and confidence in teaching**  
Jean-Louis Berger, Swiss Federal Institute for Vocational Education and Training (SFIVET), Switzerland; Helen Watt, The University of Sydney, Australia; Paul Richardson, Monash University, Australia

### SYMPOSIUM: ASSOCIATIONS BETWEEN TEACHER-STUDENT RELATIONSHIP AND STUDENTS’ SCHOOL MOTIVATION

**Chair**  
Maaike Engels, KU LEUVEN, Belgium

**Organisers**  
Sanni Pöysä, University of Jyväskylä, Finland; Eija Pakarinen, New York University Abu Dhabi/ University of Jyväskylä, Finland

**Discussant**  
Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

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<td>08:30-10:00</td>
<td>Nobel 1483-344</td>
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**Cross-lagged associations between children’s academic interest and teacher-student relationship**  
Eija Pakarinen, New York University Abu Dhabi/ University of Jyväskylä, Finland; Antje von Suchodoletz, New York University Abu Dhabi, United Arab Emirates; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Jaana Viljaranta, University of Eastern Finland, Finland

**Students’ academic and emotional adjustment during school transition: A cross-lagged study**  
Maaike Engels, KU Leuven, Belgium; Eija Pakarinen, New York University Abu Dhabi/ University of Jyväskylä, Finland; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Karine Verschueren, KU Leuven, Belgium

**Teacher-student interaction and students’ task values in mathematics and language arts**  
Sanni Pöysä, University of Jyväskylä, Finland; Tuomo Virtanen, University of Stavanger, Norway; Norway; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland

**Observed classroom interactions, students’ classroom engagement, and teachers’ well-being**  
Tuomo Virtanen, University of Stavanger, Norway; Norway; Signun Erstesvag, University of Stavanger; Norway; Grete Vaaland, University of Stavanger, Norway
Symposium Session A: 7  |  Time: 08:30-10:00  |  Location: Nobel 1483-354

**SYMPOSIUM: ZOOMING IN ON MOTIVATIONAL PROCESSES IN TEACHER-STUDENT INTERACTIONS**

**Chair**
Elisa Kupers, University of Groningen, Netherlands

**Discussant**
K. Ann Renninger, Swarthmore College, United States

The co-dependency and dynamics of teacher and student fixed- versus growth-mindset behavior  
Naomi de Ruiter, Utrecht University, Netherlands

Motivating creativity: a process measure of creativity and its relation with teacher instruction  
Elisa Kupers, University of Groningen, Netherlands; Marijn Van Dijk, University of Groningen, Netherlands

How is teachers' scaffolding dynamically intertwined with low achievers’ learning and engagement?  
Anu Kajamies, University of Turku, Finland; Marja Vauras, Department of Teacher Education, University of Turku, Finland, Finland; Erno Lehtinen, Department of Teacher Education, University of Turku, Finland, Finland; Julianne Turner, Department of Psychology, University of Notre Dame, United States, United States

Moment-to-moment patterns of teacher talk and collective engagement in kindergarten classrooms  
Mayra Mascareño, University of Groningen, Netherlands; Marjolein Deunk, University of Groningen, Netherlands; Annegien Langeloo, University of Groningen, Netherlands

Paper Session C: 1  |  Time: 10:15-11:45  |  Location: Nobel 1483-354

**SINGLE PAPER: ACHIEVEMENT GOAL THEORY**

**Chair**
John Malouff, Australia

Challenging the Universality of Achievement Goals: A Comparison of Two Culturally Distinct Countries  
Anders Hofverberg, Umeå University, Sweden; Mikael Winberg, Umeå University, Sweden

Does learning goal orientation buffer stereotype threat in sport education?  
Johanna Hermann, Johann-Wolfgang-Goethe Universität, Germany; Kathrin Rumrich, no institutional affiliation, Germany

New Perspectives on Avoidance Goal Orientations: The Approach to Avoid and Pure Avoidance  
Sigrid Wimmer, University of Graz, Austria; Manuela Paechter, University of Graz, Austria; Helmut Lackner, Medical University of Graz, Austria; Ilona Papousek, University of Graz, Austria

Achievement goal orientations, physical activity, and fitness  
Antti Pulkka, National Defence University, Finland; Jani Vaara, National Defence University, Finland; Markku Niemivirta, University of Oslo, Norway; Heikki Kyröläinen, University of Jyväskylä, Finland
### Paper Session C: 2  
**Time:** 10:15-11:45  
**Location:** Nobel 1481-264  

#### SINGLE PAPER: EMOTION AND AFFECT

**Chair**  
Ib Ravn, The Danish University of Education, Denmark

**Mapping out curiosity: A validation study of the Epistemic Curiosity Scale.**  
Hanke Korpershoek, University of Groningen, Netherlands; Anneke Hesseling, Alfa-college, Groningen, Netherlands; Fenneke Venema, Master student, University of Groningen, Netherlands; Nienke Verduyn, Hogeschool Windesheim, Zwolle, Netherlands; Rik Talens, IKC Vlakkenhorst, Plateau Assen, Netherlands

**Academic coping, motivation, and achievement**  
Maria Teresa Goncalves, Universidade do Porto, Portugal; Catarina Canário, University of Porto, Portugal; Marina Lemos, University of Porto, Portugal

**Unpacking the Epistemic Components of Epistemic Curiosity**  
Emily Grossnickle Peterson, American University, United States

**Interrelationships, antecedents, and outcomes of course-specific motivational appraisals**  
Anna Rawlings, University of Helsinki, Finland; Anna Tapola, University of Helsinki, Finland; Markku Niemivirta, University of Oslo, Norway

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### Paper Session C: 3  
**Time:** 10:15-11:45  
**Location:** Nobel 1483-444  

#### SINGLE PAPER: MOTIVATION AND INTEREST

**Chair**  
Kirsti Lonka, University of Helsinki, Finland

**Effects of Experimentally Induced Choice on Motivation in Middle Childhood**  
Joachim Waterschoot, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium; Elien Mabbe, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium

**Intrinsic motivation and reading competence: A comparison between native and immigrant students**  
Ai Miyamoto, Leibniz Institute of Social Sciences (GESIS), Germany

**Development of math efficacy, interest, and their impact on choices for Hispanics across adolescence**  
Stuart Karabenick, University of Michigan, United States; Nayssan Safavian, University of California, Irvine, United States; Anna-Lena Dicke, University of California, Irvine, United States; AnneMarie Conley, University of California, Irvine, United States

**Mutual predictions between interest, self-efficacy, and performance during a task**  
Katarina Nuutila, University of Helsinki, Finland; Anna Tapola, University of Helsinki, Finland; Heta Tuominen, University of Helsinki, Finland; Sirkku Kupiainen, University of Helsinki, Finland; Attila Pásztor, MTA-SZTE Research Group on the Development of Competencies, Hungary; Markku Niemivirta, University of Oslo, Norway
### Paper Session C: 4  
**Time:** 10:15-11:45  
**Location:** Nobel 1483-344

#### SINGLE PAPER: SELF-REGULATION AND SELF-EFFICACY

**Chair**  
Leen Haerens, Ghent University, Belgium

- **Epistemic and achievement emotions: the relationship with revealed learning strategies**  
  Dirk Tempelaar, Maastricht University, Netherlands

- **Control and Value Appraisals, Emotions, and Online Multiple-document Comprehension in Primary School**  
  Daniela Raccanello, University of Verona, Italy; Elena Florit, University of Padova, Italy; Margherita Brondino, University of Verona, Italy; Lucia Mason, University of Padova, Italy

- **Teacher and student self-efficacy are linked through teaching practices: A look at 17 nations**  
  Arielle Bonneville-Roussy, Roehampton University, United Kingdom; Olympia Palikara, University of Roehampton, Unknown; Therese Bouffard, Université du Québec à Montréal, Canada

- **Bridging the Gaps and Moving Forward: Expanding the Field of Socioemotional Regulation**  
  Nikki Lobczowski, University of North Carolina at Chapel Hill, United States

### Paper Session C: 5  
**Time:** 10:15-11:45  
**Location:** Nobel 1483-251

#### SINGLE PAPER: LEARNING APPROACHES

**Chair**  
Marko Lüftenegger, University of Vienna, Austria

- **The Understanding of a Learner’s Motivation Through a Phenomenological Lens**  
  Yahui Su, National Kaohsiung University of Hospitality and Tourism, Taiwan

- **Shared Achievement Goals in Collaborative Learning Contexts: A case of multiple goals**  
  Toni Rogat, Purdue University, United States; Karlyn Adams-Wiggins, Portland State University, United States; Temitope Adeoye, Purdue University, United States

- **Doing homework at home or at school: studying students’ behavior, motivation and emotion**  
  Desiree Theis, German Institute for International Educational Research (DIPF), Germany; Brigitte Brisson, German Institute for International Educational Research (DIPF), Germany

- **The role of students’ shared perceptions on goal structures in predicting socio-emotional outcomes**  
  Lisa Bardach, University of Vienna, Austria; Marko Lüftenegger, University of Vienna, Austria; Takuya Yanagida, University of Vienna, Austria; Barbara Schober, University of Vienna, Austria; Christiane Spiel, University of Vienna, Austria
**Paper Session C: 6**  
**Time:** 10:15-11:45  
**Location:** Nobel 1481-237

### SINGLE PAPER: DEVELOPMENTAL PROCESSES AND EXPECTANCY-VALUE THEORY

**Chair**  
Emily Rosenzweig, University of Wisconsin-Madison, United States

**Parents’ Beliefs about Students’ Spatial Abilities Predict Students’ Intentions to Major in STEM**  
Katherine Muenks, Indiana University, United States; Emily Grossnickle Peterson, American University, United States; Adam Green, Georgetown University, United States; Robert Kolvoord, James Madison University, United States; David Uttal, Northwestern University, United States

**Short-term changes in students’ expectancies, values, and performance in math-intensive courses**  
Daria Katharina Benden, University of Bonn, Germany; Fani Lauermann, University of Bonn, Germany

**Bridging the personal-social in teacher motivation: how qualitative methods can deepen understanding**  
Bethan Garrett, Edge Hill University, United Kingdom

**Motivation for Teaching in Urban Schools in the United States**  
Annette Ponnock, University of Maryland, United States; Danielle Sutherland, Temple University, United States; Will Jordan, Temple University, United States; Peshe Kuriloff, Temple University, United States; Brooke Hoffman, Temple University, United States

### Keynote Dr. Christoph Sebastian Deterding: 1  
**Time:** 12:00-13:00  
**Location:** Aula

**ICM 2018 - KEYNOTE SESSION: ICM 2018 - KEYNOTE SESSION - PROF. DR. CHRISTOPH SEBASTIAN DETERDING**

**Designing for Motivation: Bridging the Gap Between Psychology and Design Practice**  
Christoph Sebastian Deterding, University of York, United Kingdom

### Keynote Dr. Kou Murayama: 1  
**Time:** 14:00-15:00  
**Location:** Aula

**ICM 2018 - KEYNOTE SESSION: ICM 2018 - KEYNOTE SESSION - PROF. DR. KOU MURAYAMA**

**Interest as reward for extrinsic incentives: its nature, consequences and metamotivational belief**  
Kou Murayama, University of Reading, United Kingdom

### Poster Session B: 1  
**Time:** 15:15-16:15  
**Location:** Nobel window hallway

**POSTER PRESENTATION: MOTIVATION, ACHIEVEMENT AND BELIEFS**

**Motivational processes underlying the gender gap in school achievement: The role of mindset and grit**
Math anxiety in young children: Concurrent associations with math motivation and achievement
Yaheng Lu, Purdue University, United States; Qian Li, Purdue University, United States; Panayota Youli Mantzicopoulos, Purdue University, United States; Helen Patrick, Purdue University, United States

Motivational perseverance between parents and children: theory of intelligence and grit
Kazuhiro Ohtani, Hokkaido University, Japan; Ryo Ishii, Doshisha University, Japan; Noriaki Fukuzumi, Kochi University of Technology, Japan; Kou Murayama, University of Reading, United Kingdom; Takashi Suzuki, Kochi University of Technology, Japan; Shinichi Ishikawa, Doshisha University, Japan; Michiko Sakaki, University of Reading, United Kingdom; Ayumi Tanaka, Doshisha University, Japan

Control and Value as Predictors of Momentary Emotion Profiles in High School Science
Kristy Robinson, Michigan State University, United States; Patrick Beymer, Michigan State University, United States; John Ranellucci, Hunter College of the City University of New York, United States; Jennifer A. Schmidt, Michigan State University, United States

I love this course! A Case for Preference in Education
Adar Ben-Eliyahu, University of Haifa, Faculty of Education, Israel; Anat Gilad, University of Haifa, Faculty of Education, Israel

Succeeding at JHS: Students’ Reasons, Reach and the Teaching that Helps Their Grasp
Luke K. Fryer, The University of Hong Kong, Hong Kong; W. L. Quint Oga-Baldwin, Waseda University, Japan

Fourth- to sixth-graders’ value beliefs in different school subjects: A pilot study
Iris Dinkelmann, Thurgau University of Teacher Education, Switzerland

Improving engagement in Australian high school students: The role of personal best (PB) goal setting
Emma Burns, University of New South Wales, Australia; Andrew Martin, University of New South Wales, Australia; Rebecca Collie, University of New South Wales, Australia

Moderating Effects of Autonomy on Relationship Between Environments and Motivation
Juming Jiang, Doshisha University Graduate School of Psychology, Japan; Misaki Kusamoto, Doshisha University, Japan; Ayumi Tanaka, Doshisha University, Japan

Motivation and achievement in mathematics among Finnish third graders
Riikka Mononen, University of Oslo, Norway; Henriikka Lohvansuu, University of Helsinki, Finland; Anu Laine, University of Helsinki, Finland

Small Group Design: The Effect of Gender Composition on Student Motivation in STEM
Julie Robinson, University of North Dakota, United States; Martina Nieswandt, University of Massachusetts Amherst, United States; Elizabeth McEneaney, University of Massachusetts Amherst, United States

Does Within-class Consensus on Classroom Goal Structures predict Achievement and Achievement Goals?
Sophie Oczlon, University of Vienna, Austria; Marko Lüftenegger, University of Vienna, Austria; Lisa Bardach, University of Vienna, Austria

Not the parents’ business!? Parental involvement in their child’s study decisions and motivation
Kerstin Helker, RWTH Aachen University, Germany; Paul Anlauf, RWTH Aachen University, Germany; Marold Wosnitza, RWTH Aachen University, Germany

The link between classroom climate, academic achievement and affective components of learning

THURSDAY, 16 AUGUST 2018
Lara Forsblom, University of Fribourg, Switzerland; Francisco Peixoto, ISPA - Instituto Universitário / CIE - ISPA (Research Center in Education), Portugal

Relationships of Friends’ Praise with Theories of Intelligence and Achievement Goals
Kyosuke Kakinuma, Doshisha University, Japan; Ayumi Tanaka, Doshisha University, Japan

How space and aesthetics create motives
Morten Nissen, University of Aarhus, Denmark

Using Flow Interventions to increase motivation and well being at work
Frans Andersen, Educational psychology, Denmark

Parental influence of avoidance personal goal pursuit
Ryo Ishii, Doshisha University, Japan; Noriaki Fukuzumi, Kochi University of Technology, Japan; Shin-ichi Ishikawa, Doshisha University, Japan; Kou Murayama, University of Reading, United Kingdom; Kazuhiro Ohtani, Hokkaido University, Japan; Michiko Sakaki, University of Reading, United Kingdom; Takashi Suzuki, Kochi University of Technology, Japan; Ayumi Tanaka, Doshisha University, Japan

Students’ emotional valence and physiological arousal during collaborative learning
Tiina Törmänen, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland; Kristina Kurki, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland; Ricardo Devai, University of Oulu, Finland

Antecedents and affective outcomes of motivation in a multidimensional and hierarchical perspective
Delphine Paumier, University of Geneva, Switzerland; Julien Chanal, University of Geneva, Switzerland

Explaining the motivation to strive for a research career
Julia Sabine Germershausen, LMU Munich, Germany; Julia Eberle, Ruhr-Universität Bochum, Germany; Pamela Flores, LMU Munich, Germany; Birgit J. Neuhaus, LMU Munich, Germany

Toward a Taxonomy of Research on Competition
David Bergin, University of Missouri/Columbia, United States; Christi Bergin, University of Missouri/Columbia, United States

Parental Supporting Behaviors and School Adjustment: The Role of Psychological Need Satisfaction
David Litalien, Université Laval, Canada; Catherine Ratelle, Université Laval, Canada; Stéphane Duchesne, Université Laval, Canada

Motivation, Anxiety, Self-Efficacy, and Strategy-Use in Willingness to Communicate and L2-Use
Jeannine Turner, Florida State University, United States; Phil Hiver, Florida State University, United States; Maipeng Wei, Florida State University, United States

Engagement and disengagement of pre-service Health and Physical Education teachers
Jennifer Archer, The University of Newcastle, Australia; Tracey Kelty, University of Newcastle, Australia; John Fischetti, University of Newcastle, Australia

If I Value the Test Do I Feel More or Less Shame When I Fail? Exploration of Value and Emotions
Jenefer Husman, University of Oregon, United States; Shawn Lamkins, University of Oregon, United States; Idalis Villanueva, Utah State University, United States; Darcie Christensen, Utah State University, United States; Paul Vicioso Osoria, Utah State University, United States; Kate Youmans, Utah State University, United States
## SYMPOSIUM: NEW ROADS TO EMOTION AND WELL-BEING RESEARCH IN SCHOOL

### Chairs
Tina Hascher, University of Bern, Switzerland; Dave Putwain, Liverpool John Moores University, United Kingdom

### Organisers
Tina Hascher, University of Bern, Switzerland; Dave Putwain, Liverpool John Moores University, United Kingdom

### Discussant
Daniela Raccanello, University of Verona, Italy

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<td>Does Students’ Well-Being at School Measure Up Across Cultures?</td>
<td>Kristina Loderer, Ludwig-Maximilians-Universität (LMU), Germany; Kou Murayama, University of Reading, United Kingdom; Dave Putwain, Liverpool John Moores University, United Kingdom; Reinhard Pekrun, Ludwig-Maximilians-Universität (LMU), Germany; Ayumi Tanaka, Doshisha University, Japan; Elisabeth Vogl, Ludwig-Maximilians-Universität (LMU), Germany; Anna Loeffer-Gutmann, Institute of Psychology, University of Munich (LMU), Germany</td>
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<td>Understanding Primary and Secondary Students’ Well-Being and School Alienation</td>
<td>Tina Hascher, University of Bern, Switzerland; Julia Morinaj, Institute of Educational Science, University of Bern, Switzerland</td>
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<td>School-related Wellbeing Promotes Adaptability, Achievement and Behavioural Conduct</td>
<td>Dave Putwain, Liverpool John Moores University, United Kingdom; Kristina Loderer, Ludwig-Maximilians-Universität (LMU), Germany; Diahann Gallard, Liverpool John Moores University, United Kingdom; Joanna Beaumont, Liverpool John Moores University, United Kingdom</td>
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<tr>
<td>Perceived teachers’ emotional authenticity: Intraindividual relations to students’ emotions</td>
<td>Eva Becker, University of Zurich, Switzerland; Melanie Keller, Leibniz Institute for Science and Mathematics Education at Kiel University, Germany</td>
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## SYMPOSIUM: GAINING DEEPER INSIGHTS IN THE INTERPLAY BETWEEN AUTONOMY SUPPORT AND STRUCTURE

### Chair
Leen Haerens, Ghent University, Belgium

### Organiser
Nathalie Aelterman, Ghent University, Belgium

### Discussant
Johnmarshall Reeve, Korea University, Korea, Republic of

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<td>Do Goal Clarification and Process Feedback Foster Students’ Motivational Functioning?</td>
<td>Christa Krijgsman, Utrecht University, Netherlands; Tim Mainhard, Utrecht University, Netherlands; Jan van Tartwijk, Utrecht University, Netherlands; Lars Borghouts, Fontys Sporthogeschool Eindhoven, Netherlands; Leen Haerens, Ghent University, Belgium</td>
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<tr>
<td>How to Avoid the Motivational Deficits of An Overload of Instructions: An Experimental Study</td>
<td>Sophie Goemaere, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Wim Beyers, Ghent University, Belgium; Gert-Jan De Muynck, Ghent University, Belgium</td>
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<td>Effects of Teachers’ Style of Rule Setting on Students’ Psychological Needs and Behavioral Responses</td>
<td>Nathalie Aelterman, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Joachim Waterschoot, Ghent University, Belgium; Leen Haerens, Ghent University, Belgium</td>
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<tr>
<td>Investigating Change-Oriented Feedback Quantity and Quality in a Real-Life Setting</td>
<td>Joelle Carpenter, Ecole des Sciences de la Gestion - Universite du Quebec a Montreal, Canada; Genevieve Mageau, Universite de Montreal, Canada; Richard Koestner, McGill, Canada</td>
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### SYMPOSIUM: LEARNING TOGETHER - DYNAMICS OF MOTIVATION AND EMOTIONS IN COLLABORATIVE GROUPS

**Chair**  
Piia Naykki, University of Oulu, Finland

**Organisers**  
Piia Naykki, University of Oulu, Finland; Hanna Jarvenoja, University of Oulu, Finland; Toni Rogat, Purdue University, United States

**Discussant**  
Lisa Linnenbrink-Garcia, Michigan State University, United States

#### Measuring, analysing and understanding emotions during online collaboration

Carolin Schultz, RWTH Aachen University, Germany; Marold Wosnitza, RWTH Aachen University, Germany

#### Achievement goals within collaborative groups: Differentiating within and between-group comparison

Toni Rogat, Purdue University, United States; Lisa Linnenbrink-Garcia, Michigan State University, United States

#### Regulating emotions together in collaborative learning: Does it matter how you feel?

Hanna Jarvenoja, University of Oulu, Finland; Tiina Törmänen, University of Oulu, Finland; Kristiina Kurki, University of Oulu, Finland; Hanne GiJlers, University of Twente, Netherlands; Sanna Järvelä, University of Oulu, Finland

#### Identifying and describing socio-emotional and socio-cognitive challenges in collaborative learning

Piia Naykki, University of Oulu, Finland; Kaisa Manninen, University of Oulu, Finland; Jaana Isohätälä, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

### SYMPOSIUM: MOTIVATION IN TEACHING CAREERS

**Chairs**  
Burkhard Gniewosz, University of Salzburg, Austria; Helen Watt, The University of Sydney, Australia

**Organisers**  
Burkhard Gniewosz, University of Salzburg, Austria; Helen Watt, The University of Sydney, Australia

**Discussant**  
Fani Lauermann, University of Bonn, Germany

#### Motivated to teach or not? Career motivations of high-school graduates

Helen Watt, The University of Sydney, Australia; Paul Richardson, Monash University, Australia

#### What factors motivate Indonesian students to become teachers?

Paul Richardson, Monash University, Australia; Anne Suryani, The University of Melbourne, Australia; Helen Watt, The University of Sydney, Australia

#### Utility belief profiles and school experiences in the choice of a teaching career

Burkhard Gniewosz, University of Salzburg, Austria; Michaela Katstaller, School of Education, Austria; Tom Scherndl, Paris-Lodron University Salzburg, Austria; Ulrike Greiner, Paris-Lodron University Salzburg, Austria

#### An exploratory qualitative study of university teachers’ goal orientations

Marold Wosnitza, RWTH Aachen University, Germany; Kerstin Helker, RWTH Aachen University, Germany
### Symposium Session B: 5  
**Time:** 16:15-17:45  
**Location:** Nobel 1483-444

**SYMPOSIUM: FOSTERING MOTIVATION, ENGAGEMENT AND RESILIENCE IN SECOND AND THIRD LEVEL SCHOOLSING**

**Chair**  
Benjamin Torsney, University College Dublin, Ireland

**Organiser**  
Jennifer Symonds, University College Dublin, Ireland

**Discussant**  
Markku Niemivirta, University of Oslo, Norway

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<td>Feasibility study of PROSPER: The Professional Student Programme for Educational Resilience</td>
<td>Benjamin Torsney, University College Dublin, Ireland; Jennifer Symonds, University College Dublin, Ireland</td>
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<td>Level Up: Enhancing adolescents’ career and work motivation</td>
<td>Jennifer Symonds, University College Dublin, Ireland; Benjamin Torsney, University College Dublin, Ireland</td>
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<td>Skills for life: Intervention effects on self-efficacy and preparedness among university students</td>
<td>Elina Marttininen, University of Jyväskylä, Finland; Katriina Salmela-Aro, Helsinki University, Finland; Minna Savolainen, Nyyti ry, Finland</td>
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<td>Using experience sampling method data for evaluating learning activities</td>
<td>Julia Dietrich, Friedrich Schiller University of Jena, Germany; Baerbel Kracke, University of Jena, Germany; Julia Moeller, University of Leipzig, Germany; Jaana Viljaranta, University of Eastern Finland, Finland</td>
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### Symposium Session B: 6  
**Time:** 16:15-17:45  
**Location:** Nobel 1481-239

**SYMPOSIUM: GRIT’S RELATIONS TO ACADEMIC ACHIEVEMENT: MECHANISMS AND RELATIONS IN INTERNATIONAL SAMPLES**

**Chair**  
Jessica Gladstone, University of Maryland, United States

**Organiser**  
Jessica Gladstone, University of Maryland, United States

**Discussant**  
K. Ann Renninger, Swarthmore College, United States

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<td>The Predictive and Interactive Role of Grit with Goal Orientation in Academic Wellbeing</td>
<td>Katriina Salmela-Aro, Helsinki University, Finland; Xin Tang, University of Helsinki, Finland; Jesi Guo, Australian Catholic University, Australia</td>
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<td>Are “Gritty” Students more Successful in School? Relative Importance of Grit for School Achievement</td>
<td>Ricarda Steinmayr, TU Dortmund, Germany; Anne Franziska Weidinger, Technical University Dortmund, Germany; Allan Wigfield, University of Maryland, United States</td>
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<tr>
<td>Clarifying Grit’s Predictive Role: Exploring Mechanisms of the Relation Between Grit and Achievement</td>
<td>Jessica Gladstone, University of Maryland, United States; Katherine Muenks, Indiana University, United States; Ji Seung Yang, University of Maryland, United States; Allan Wigfield, University of Maryland, United States</td>
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<td>Cross-Cultural Mediation Study of Grit, Self-Regulated Learning and Achievement in Multiple Domains</td>
<td>Kate Xu, Welten Institute - Open University of the Netherlands, Netherlands; Anna Rita Cunha-Harvey, Erasmus University Rotterdam, Netherlands; Ronnel King, The Education University of Hong Kong, China; Bjorn de Koning, Erasmus University Rotterdam, the Netherlands, Netherlands; Martine Baars, Erasmus University Rotterdam, the Netherlands, Netherlands; Allan Wigfield, University of Maryland, United States; Fred Paas, Erasmus University Rotterdam, Netherlands</td>
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**THURSDAY, 16 AUGUST 2018**
### SYMPOSIUM: I. THE DEVELOPMENT OF INTEREST IN HIGHER EDUCATION: WHAT PARTS OF THIS PROCESS CAN WE INFLUENCE?

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<tr>
<th><strong>Chair</strong></th>
<th>Judith Harackiewicz, University of Wisconsin-Madison, United States</th>
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<tr>
<td><strong>Organiser</strong></td>
<td>K. Ann Renninger, Swarthmore College, United States</td>
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<tr>
<td><strong>Discussant</strong></td>
<td>Niels Dohn, Aarhus University, Denmark</td>
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#### Developing New Academic Interests in College by Promoting a Growth Theory of Interest
Paul O’Keefe, Yale-NUS College, Singapore; E.J. Horberg, Yale N.U.S., Singapore; greg walton, Stanford University, United States; Carol Dweck, Stanford University, United States

#### Interest Development in and out of University Classrooms: Poetic Case Examples
Kathleen M. Quinlan, University of Kent, United Kingdom

#### Getting and Keeping University Students Interested: An Educational Technology Perspective
Luke K. Fryer, The University of Hong Kong, Hong Kong; Mary Ainley, University of Melbourne, Australia; Andrew Thompson, Kyushu Sangyo University, Japan; Kaori Nakao, Seinan Gakuin University, Japan

#### Value-expectancies and interest in university students - development in 5 disciplines
Kirsti Lonka, University of Helsinki, Finland; Elina E. Ketonen, University of Helsinki, Finland; Katarina Salmela-Aro, Helsinki University, Finland
### SYMPOSIUM: UTILITY-VALUE INTERVENTIONS: HOW EFFECTIVE ARE THEY AND WHEN DO THEY WORK?

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<th>Time: 08:30-10:00</th>
<th>Location: Nobel 1481-231</th>
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<tr>
<td><strong>Chair</strong></td>
<td><strong>Implementing Utility-Value Interventions in the Real World</strong></td>
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<tr>
<td>Hanna Gaspard, University of Tübingen, Germany</td>
<td>Chris Hulleman, University of Virginia, United States; Yoi Tibbetts, University of Virginia, United States; Maryke Lee, Valencia College, United States; David Silverman, University of Virginia, United States; Kevin Foley, University of Virginia, United States; Megan Moran, University of Virginia, United States; Michelle Francis, University of Virginia, United States; Hadassah Muthoka, University of Virginia, United States; Deborah Howard, Valencia College, United States; Stephanie Worthington, University of Virginia, United States</td>
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<td><strong>Discussant</strong></td>
<td><strong>The Efficacy and Effectiveness of a Utility-Value Intervention in Math Classrooms</strong></td>
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<td>Helen Watt, The University of Sydney, Australia</td>
<td>Hanna Gaspard, University of Tübingen, Germany; Heide Kneißler, University of Tübingen, Germany; Cora Parrisius, University of Tübingen, Germany; Eike Wille, University of Tübingen, Germany; Benjamin Nagengast, Eberhard Karls Universität Tübingen, Germany; Ulrich Trautwein, University of Tübingen, Germany; Chris S. Hulleman, University of Virginia, United States</td>
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<td><strong>Discussant</strong></td>
<td><strong>Data Analysis of Utility-Value Interventions: Is it Consistent? Does That Matter?</strong></td>
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<td>Emily Rosenzweig, University of Wisconsin-Madison, United States; Benjamin Nagengast, Eberhard Karls Universität Tübingen, Germany</td>
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<td><strong>Discussant</strong></td>
<td><strong>A Meta-Analytic Synthesis of Utility-Value Interventions in Education</strong></td>
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<td>Yoi Tibbetts, University of Virginia, United States; Chris Hulleman, University of Virginia, United States; Stephanie Worthington, University of Virginia, United States; Mary Rose Philipoom, University of Virginia, United States</td>
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### SYMPOSIUM: IMPlicit TEACHER BIAS FOR MINORITY STUDENTS: LINKS TO INSTRUCTIONAL PRACTICES AND STUDENT OUTCOMES

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<tr>
<td><strong>Chair</strong></td>
<td><strong>Research Contributions to Implicit Measures of Teachers’ Attitudes, Practices, and Student Outcomes</strong></td>
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<tr>
<td>Christine Rubie-Davies, University of Auckland, New Zealand</td>
<td>Lisette Hornstra, Utrecht University, Netherlands; Eddie Denessen, Faculty of Social and Behavioural Sciences, Leiden University, Netherlands; Linda van den Bergh, Fontys Opleidingscentrum Speciale Onderwijszorg, Netherlands</td>
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<td><strong>Discussant</strong></td>
<td><strong>Pre-Service Teachers’ Practices and Implicit and Explicit Attitudes toward Minority Students</strong></td>
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<td>Stuart Karabenick, University of Michigan, United States</td>
<td>Revathy Kumar, University of Toledo, United States; Nurit Kaplan Toren, University of Haifa and Oranim Academic College of Education, Israel</td>
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<td><strong>Discussant</strong></td>
<td><strong>Teachers’ and Preservice Teachers’ Implicit Stereotypes and Attitudes toward Ethnic Minorities</strong></td>
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<td>Sabine Glock, Bergische Universität Wuppertal, Germany; Hannah Kleen, School of Education, Bergische Universität Wuppertal, Germany</td>
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<td><strong>Discussant</strong></td>
<td><strong>The Implicit Attitudes of Pre-service Teachers: Are they Biased and Can They Change?</strong></td>
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<td>Christine Rubie-Davies, University of Auckland, New Zealand; Jason Stephens, The University of Auckland, United States; Elizabeth R Peterson, University of Auckland, New Zealand</td>
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### Symposium Session C: 3  
**Time:** 08:30-10:00  
**Location:** Nobel 1481-341

#### SYMPOSIUM: EMOTIONS IN LEARNING PROCESSES: FURTHER DATA ON ACHIEVEMENT EMOTIONS’ CHARACTERISTICS AND CORRELATES

| Chairs | The Influence of Emotions on Drop-out Tendency and Study Satisfaction  
Marold Wosnitza, RWTH Aachen University, Germany; Philipp Nolden, RWTH Aachen University, Germany; Stuart Karabenick, University of Michigan, United States; Ralph Delzepich, RWTH Aachen University, Germany |
|---|---|
| Discussant | Salience of Elementary, Middle, and High School Students’ Achievement Emotions and Antecedents  
Daniela Raccanello, University of Verona, Italy; Rob Hall, Environmetrics, Australia; Roberto Burro, University of Verona, Italy |

#### SYMPOSIUM: EMOTIONS IN LEARNING PROCESSES: FURTHER DATA ON ACHIEVEMENT EMOTIONS’ CHARACTERISTICS AND CORRELATES

| Discussant | Emotions and Teacher Education Students’ Self-Efficacy for Teaching Primary Science in Australia  
Marold Wosnitza, RWTH Aachen University, Germany |
|---|---|
| | Achievement Emotions Stability – Effects of Maintaining or Changing the Teacher  
Francisco Peixoto, ISPA - Instituto Universitário / CIE - ISPA (Research Center in Education), Portugal; Lourdes Mata, ISPA - Instituto Universitário / CIE - ISPA (Research Center in Education), Portugal; Lara Forsblom, CIE - ISPA; ISPA - Instituto Universitário, Switzerland |

### Symposium Session C: 4  
**Time:** 08:30-10:00  
**Location:** Nobel 1483-344

#### SYMPOSIUM: THE NETWORK APPROACH IN MOTIVATION RESEARCH - PSYCHOLOGICAL, SOCIAL AND SIMILARITY-BASED NETWORKS

| Chair | The Role of Friends in Help-seeking Tendencies during Early Adolescence  
Huiyoung shin, Oklahoma State University, Korea, Republic of |
|---|---|
| Discussant | Psychometric network models to illuminate cross-national differences in science interest structure  
Maarten Sachisthal, University of Amsterdam, Netherlands; Brenda Jansen, University of Amsterdam, Netherlands; Thea Peetsma, University of Amsterdam, Netherlands; Jonas Dalege, University of Amsterdam, Netherlands; Han L.J. van der Maas, UvA, Netherlands; Maartje Rajmakers, University of Amsterdam, Netherlands |

#### SYMPOSIUM: THE NETWORK APPROACH IN MOTIVATION RESEARCH - PSYCHOLOGICAL, SOCIAL AND SIMILARITY-BASED NETWORKS

| | Exploring multicultural classrooms dynamics: A network analysis.  
Ceren Abacioglu, University of Amsterdam, Netherlands; Adela Isvoranu, University of Amsterdam, Netherlands; Maykel Verkuyten, University Utrecht, Netherlands; Jochem Thijs, University Utrecht, Netherlands; Sacha Epskamp, University of Amsterdam, Netherlands |
|---|---|
| | Self-efficacy development in local teacher working groups – beyond simple gains  
Jesper Bruun, Department of Science Education, Denmark; Robert Evans, University of Copenhagen, Netherlands |
**Symposium Session C: 5**  
**Time:** 08:30-10:00  
**Location:** Nobel 1483-251

**SYMPOSIUM: II. THE DEVELOPMENT OF INTEREST IN HIGHER EDUCATION: WHAT PARTS OF THIS PROCESS CAN WE INFLUENCE?**

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<td>Niels Dohn, Aarhus University, Denmark</td>
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**Interest Development Within Teaching and Learning Cultures in University STEM Programs**  
Maria Vetleseter Boe, University of Oslo, Norway

**STEM Interest and Instructional Context**  
K. Ann Renninger, Swarthmore College, United States; Lynne Schofield, Swarthmore College, United States

**Development of Personal Interest in Science: Contextual and Individual Factors**  
Lisa Linnenbrink-Garcia, Michigan State University, United States; Anthony Perez, Old Dominion University, United States; Kristy Robinson, Michigan State University, United States; Michael Barger, University of Illinois, United States; Anna Sansone, Michigan State University, United States; Lisa Huettel, Michigan State University, United States

**Promoting Long-term Interest with Utility Value Interventions**  
Judith Harackiewicz, University of Wisconsin-Madison, United States; Cameron Hecht, University of Wisconsin-Madison, United States; Stacy Priniski, University of Wisconsin-Madison, United States; Elizabeth Canning, Indiana University, United States; Chris Rozek, University of Chicago, United States

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**Symposium Session C: 6**  
**Time:** 08:30-10:00  
**Location:** Nobel 1481-264

**SYMPOSIUM: CAN LEARNING SITUATIONS BE POSITIVE AND NEGATIVE AT THE SAME TIME?**

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<td>Julia Dietrich, Friedrich Schiller University of Jena, Germany</td>
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<tr>
<td>Discussant</td>
<td>Kou Murayama, University of Reading, United Kingdom</td>
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**States of flow: Not beyond anxiety, but right at the heart of it?**  
Julia Moeller, Yale University, United States; Zorana Ivcevic, Yale Center for Emotional Intelligence and Yale Child Study Center, United States; Marc Brackett, Yale Center for Emotional Intelligence and Yale Child Study Center, United States; Arielle White, Yale Center for Emotional Intelligence and Yale Child Study Center, United States

**University students’ mixed emotion states and academic emotion profiles**  
Elina E. Ketonen, University of Helsinki, Finland; Katarina Salmela-Aro, Helsinki University, Finland; Kirsti Lonka, University of Helsinki, Finland

**In-the-moment profiles of expectancies, task values, and costs**  
Julia Dietrich, Friedrich Schiller University of Jena, Germany; Julia Moeller, Yale University, United States; Jiesi Guo, Australian Catholic University, Australia; Jaana Viljaranta, University of Eastern Finland, Finland; Baerbel Kracke, University of Jena, Germany
### Paper Session D: 1  
**Time:** 10:15-11:45  
**Location:** Nobel 1483-444

#### SINGLE PAPER: EDUCATIONAL ATTAINMENT

| Chair | Attainment Value Protects Performance Against Low Expectancy of Success  
|-------|---------------------------------------------------------------|
| Julia Eberle, Ruhr-Universität Bochum, Germany | Dave Putwain, Liverpool John Moores University, United Kingdom; Laura Nicholson, Edge Hill University, United Kingdom; Sandra Becker, Ludwig-Maximilians-Universität (LMU, Germany; Wendy Symes, University of Birmingham, United Kingdom; Reinhard Pekrun, Ludwig-Maximilians-Universität (LMU, Germany  
| | Beliefs of effort utility and their skill-specificity among children with learning difficulties  
| | Helena Viholainen, University of Jyväskylä, Finland; Tuija Aro, University of Jyväskylä, Finland; Tuire Koponen, University of Jyväskylä, Finland; Paula Salmi, Niilo Mäki Institute, Finland; Pilvi Peura, University of Jyväskylä, Finland; Riikka Sorvo, University of Jyväskylä, Finland; Mikko Aro, University of Jyväskylä, Finland  
| | Does the use of motivational self-regulation strategies contribute to university success?  
| | Olena Kryshko, Universität Duisburg-Essen, Germany; Jens Fleischer, University of Duisburg-Essen, Germany; Detlev Leutner, University of Duisburg-Essen, Germany |

### Paper Session D: 2  
**Time:** 10:15-11:45  
**Location:** Nobel 1481-264

#### SINGLE PAPER: SELF-REGULATION AND MOTIVATION

| Chair | The Origin of Teachers’ Intrinsic vs. Extrinsic Instructional Goals  
|-------|-----------------------------------------------------------------|
| Linda Schuermann, University of Koblenz-Landau | Hye-Ryen Jang, Korea University, Korea, Republic of; Johnmarshall Reeve, Korea University, Korea, Republic of  
| | Autonomy-supportive and controlling teaching in the classroom: Video-based case studies  
| | Jingwen Jiang, University of Turku, Finland  
| | The Impact of Report Cards on Student Motivation  
| | Latham Cameron, Durham University, School of Education, United Kingdom  
| | Do extracurricular and school learning settings differ regarding (self-regulated) motivation?  
| | Linda Schuermann, University of Koblenz-Landau, Germany; Claudia Quaiser-Pohl, University of Koblenz-Landau, Germany |
**Paper Session D: 3**  
**Time:** 10:15-11:45  
**Location:** Nobel 1481-237

### SINGLE PAPER: EMOTION, AFFECT AND ACHIEVEMENT

**Chair**  
Lisa Linnenbrink-Garcia, Michigan State University, United States

- **The interplay of students' pride with motivation and learning**  
  Judith Fraenken, RWTH Aachen University, Germany; Kerstin Helker, RWTH Aachen University, Germany

- **Self-efficacy and insecurity among senior high school psychology teachers in Norway**  
  Anja Mögelvang Jacobsen, IPED, University of Bergen, Norway; Åge Diseth, University of Bergen, Norway

- **The associations of academic emotions and buoyancy with learning-related behaviors**  
  Riikka Hirvonen, University of Jyväskylä, Finland; Dave Putwain, Liverpool John Moores University, United Kingdom; Noona Kiuru, University of Jyväskylä, Finland

- **Value beliefs in math, perfectionism and exhaustion among students in Germany and Finland**  
  Heta Tuominen, University of Helsinki, Finland; Hanna Gaspard, University of Tübingen, Germany; Yi Jiang, Faculty of Education, East China Normal University, China; Markku Niemivirta, University of Oslo, Norway

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**Paper Session D: 4**  
**Time:** 10:15-11:45  
**Location:** Nobel 1481-231

### SINGLE PAPER: ENGAGEMENT AND LEARNING APPROACHES

**Chair**  
Ashley R Vaughn, University of Cincinnati, United States

- **What motivates students’ hand-raising? Results from a video-study in two school subjects.**  
  Ricardo Böheim, Technische Universität München, Germany; Maximilian Knogler, Technical University of Munich (TUM), Germany; Tina Seidel, Technische Universität München (TUM), Germany

- **The effects of interest, self-control and their interaction on math effort, strain and concentration**  
  Anna Tapola, University of Helsinki, Finland; Maximilian Knogler, Technical University of Munich (TUM), Germany; Markku Niemivirta, University of Oslo, Norway

- **Implicit conceptual conflations in context-sensitive accounts of motivation: Implications for design**  
  Nina Bonderup Dohn, University of Southern Denmark, Denmark

- **Fostering Culturally Diverse Learners’ Engagement and Motivation through Inquiry-based Learning**  
  Aloysius C. Anyichie, The University of British Columbia, Vancouver, Canada
### Paper Session D: 5  
**Time:** 10:15-11:45  
**Location:** Nobel 1483-344  

#### SINGLE PAPER: INTEREST AND ENGAGEMENT

**Chair**  
Jenny Ståhlberg, University of Helsinki, Finland

**Using the MUSIC® Model of Academic Motivation Inventory (MMAMI) to measure student motivation**  
Asta B Schram, University of Iceland, Iceland

**Effects of a Brief Online Intervention Aimed at Increasing Science-Related Curiosity**  
John Malouff, University of New England, Australia; Tayla Fitzsummons, University of New England, Australia

**Intra-individual Dynamics of Situation-Specific Classroom Engagement**  
Kati Vasalampi, University of Jyväskylä, Finland; Joona Muokka, University of Jyväskylä, Finland; Lars-Erik Malmberg, University of Oxford, United Kingdom

**Athlete and non-athlete students’ perfectionism, school burnout, and schoolwork engagement**  
Jenny Ståhlberg, University of Helsinki, Finland; Antti Puikka, National Defence University, Finland; Heta Tuominen, University of Helsinki, Finland; Markku Niemivirta, University of Oslo, Norway

### Paper Session D: 6  
**Time:** 10:15-11:45  
**Location:** Nobel 1483-251

#### SINGLE PAPER: DEVELOPMENTAL PROCESSES

**Chair**  
Lisa Benson, Clemson University, United States

**Motivation in the classroom: The effects of control and the use of technology**  
Jennifer Moss, Purdue University, United States; Cong Wang, Purdue University, United States; Erica Carlson, Purdue University, United States; Stephanie Gardner, sgardne@purdue.edu, United States; Chantal Levesque-Bristol, Purdue University, United States; Ludmila Nunes, Purdue University, United States

**The development and validation of a scale measuring interest development**  
Vanessa van den Bogaert, Institute of Educational Sciences Ruhr-University Bochum, Germany; Joachim Wirth, Institute of Educational Sciences Ruhr-University Bochum, Germany; Matthias Wilde, Universität Bielefeld, Germany

**Students’ general and situational engagement at Grade 7**  
Sanni Pöysä, University of Jyväskylä, Finland; Marja-Kristiina Lerkkanen, University of Jyväskylä, Finland; Anna-Maija Pokkeus, University of Jyväskylä, Finland

### Keynote Dr. Maria Tulis-Oswald: 1  
**Time:** 13:00-14:00  
**Location:** Søauditorierne Per Kirkeby

#### ICM 2018 - KEYNOTE SESSION: ICM 2018 - KEYNOTE SESSION - DR. MARIA TULIS-OSWALD

**Learn to fail, don’t fail to learn! The importance of motivation for learning from setbacks**  
Maria Tulis, University of Salzburg, Austria
### Paper Session E: 1
**Time:** 14:15-15:45  
**Location:** Nobel 1483-444

**SINGLE PAPER: ENGAGEMENT AND SELF-EFFICACY**

**Chair**  
Moti Benita, University of Haifa, Israel

1. **Does Increased Effort Compensate for Performance Debilitating Test Anxiety?**  
   Wendy Symes, University of Birmingham, United Kingdom; Dave Putwain, Liverpool John Moores University, United Kingdom

2. **Student Sense of Competence, Classroom Engagement, and Academic Achievement: What Mediates What?**  
   Elizabeth Olivier, Université catholique de Louvain (UCL), Canada; Isabelle Archambault, Universite de Montreal, Canada; Benoît Galand, Université catholique de Louvain (UCL), Belgium

3. **First-year students’ academic achievement: why autonomous motivation and time-management matter.**  
   Marjon Fokkens-Bruinisma, University of Groningen, Netherlands; Carlien Vermue, University of Groningen, Netherlands; Jan Folkert Deinum, University of Groningen, Netherlands; Els van Rooij, University of Groningen, Netherlands

4. **Emotionally Supportive Learning Environments: Linking Students’ Appraisals and Achievement Emotions**  
   Sandra Becker, Ludwig-Maximilians-Universität (LMU), Germany; Reinhard Pekrun, Ludwig-Maximilians-Universität (LMU), Germany; Petra Bod, LMU Munich, Germany

### Paper Session E: 2
**Time:** 14:15-15:45  
**Location:** Nobel 1481-341

**SINGLE PAPER: TEACHING AND LEARNING APPROACHES**

**Chair**  
Pooneh Roney, University of Bristol, United Kingdom

5. **The impact of emotional decorative pictures on online learning of mathematics and statistics**  
   Sascha Schneider, Chemnitz University of Technology, Germany; Maria Mikheeva, Chemnitz University of Technology, Germany; Günter Daniel Rey, Chemnitz University of Technology, Germany

6. **Exploring Relationships Between Instructional Climate, Control, Value, and Emotions**  
   Patrick Beymer, Michigan State University, United States; Kristy Robinson, Michigan State University, United States; Jennifer Schmidt, Michigan State University, United States

7. **Designing for Pleasant Emotions and Decrease in Procrastination in Literature-Based Inquiry Learning**  
   Julia Eberle, Ruhr-Universität Bochum, Germany; Tim Schönfeld, Ruhr University Bochum, Institute of Educational Research, Germany; Nikol Rummel, Ruhr University Bochum, Institute of Educational Research, Germany
## Paper Session E: 3

**Time:** 14:15-15:45  
**Location:** Nobel 1481-237

### SINGLE PAPER: TEACHING APPROACHES

#### Chair
Judith Harackiewicz, University of Wisconsin-Madison, United States

**Autonomy-supportive and controlling teaching practices as predictors of academic integrity**
Julien S. Bureau, Université Laval, Canada; Geneviève A. Mageau, Université de Montréal, Canada; Frederic Guay, Laval University, Canada; Geneviève Morneau-Vaillancourt, Université Laval, Canada

**Antecedents of a controlling style: the role of an evaluative and performance oriented context**
Sofie Morbée, Ghent University, Belgium; Nathalie Aelterman, Ghent University, Belgium; Leen Haerens, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium

**Motivating impact of choice and competence enhancing feedback: an experimental study**
Femke Van Duyse, Ghent University, Belgium; An De Meester, Ghent University, Belgium; Nathalie Aelterman, Ghent University, Belgium; Gert-Jan De Muynck, Ghent University, Belgium; Bart Sceensens, Ghent University, Belgium; Leen Haerens, Ghent University, Belgium

**Clarity on the assessment criteria fosters autonomous motivation**
Leen Haerens, Ghent University, Belgium; Christa Krijgsman, Utrecht University, Netherlands; Athanasios Mouratidis, Hacettepe University, Greece; Lars Borghouts, Fontys University of Applied Science, Netherlands; Nathalie Aelterman, Ghent University, Belgium

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## Paper Session E: 4

**Time:** 14:15-15:45  
**Location:** Nobel 1483-251

### SINGLE PAPER: MOTIVATION AND ENGAGEMENT

#### Chair
Thomas Lösch, University of Bamberg, Germany

**Relationships among goal orientations, online learning pattern, and achievement in a flipped course**
Zhiru Sun, University of Southern Denmark, Denmark; Kui Xie, The Ohio State University, United States

**The Role of the Facilitator in Adult Learning: A Self-Determination Theory Perspective**
Ib Ravn, The Danish University of Education, Denmark

**Predicting Students’ Perception of Instruction by Contextual and Individual Determinants**
Barbara Otto, Psychology, University of Landau, Germany; Natalie Vannini, Goethe-Universität Frankfurt, Germany; Nir Madjar, School of Education, Bar-Ilan University, Israel

**Self-determination and personal achievement goals in traditional and nontraditional students**
Marina Lemos, University of Porto, Portugal; Ana Rothes, Faculty of Psychology and Educational Sciences, University of Porto, Porto, Portugal; Portugal; Maria Teresa Goncalves, Universidade do Porto, Portugal
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<td><strong>SINGLE PAPER: SELF-DETERMINATION THEORY</strong></td>
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<td><strong>Chair</strong></td>
<td>Paul O'Keefe, Singapore</td>
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<td><strong>Can the gender gap in reading comprehension be traced to differences in school engagement?</strong></td>
<td>Kristján K. Stefánsson, Visar research ehf., Iceland; Sigrún Jónatansdóttir, Foldaskóli, Iceland; Steinunn Geistsdóttir, University of Iceland, Iceland; Freyja Birgisdóttir, University of Iceland, Iceland</td>
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<td><strong>Fuel for motivation: influence of context on motivation of postgraduate medical education trainees</strong></td>
<td>Wieke van der Goot, University Medical Center Groningen / University of Groningen, Netherlands; Sayra Cristancho, Schulich School of Medicine and Dentistry, University of Western Ontario, London, Ontario, Canada, Canada; Marco Antonio de Carvalho Filho, Department of Emergency Medicine, School of Medical Sciences, University of Campinas, Brazil, Brazil; Debbie Jaarsma, University Medical Center Groningen/University of Groningen, Netherlands; Esther Helmich, University Medical Center Groningen/University of Groningen, Netherlands</td>
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<td><strong>Profiles of teachers’ need support: how do they cohere and predict learning outcomes?</strong></td>
<td>Kim Stroet, Leiden University, Netherlands; Lisette Hornstra, Utrecht University, Netherlands; Desireé Weijers, Kohnstamm Institute, University of Amsterdam, Netherlands</td>
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<td><strong>The Power of Choice: Does Adding Choice Improve the Effectiveness of a Utility Value Intervention?</strong></td>
<td>Emily Rosenzweig, University of Wisconsin-Madison, United States; Judith Harackiewicz, University of Wisconsin-Madison, United States; Stacy Priniski, University of Wisconsin - Madison, United States; Cameron Hecht, University of Wisconsin-Madison, United States</td>
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<td><strong>Development and Validation of a New Multidimensional Language Learning Anxiety Scale</strong></td>
<td>Gulsah Kutuk, Edge Hill University, United Kingdom</td>
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<td><strong>Fear of Failure and Self-efficacy are in the eyes of the Beholder</strong></td>
<td>Lisenne Giel, Erasmus University Rotterdam, Netherlands; Gera Noordzij, Erasmus University College, Netherlands</td>
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<td><strong>A Participatory Approach to Measure Students’ Achievement Goals</strong></td>
<td>Marko Lüftenegger, University of Vienna, Austria; Lisa Bardach, University of Vienna, Austria; Barbara Schober, University of Vienna, Austria; Christiane Spiel, University of Vienna, Austria</td>
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<td><strong>Students’ school motivation profiles in primary education: A latent class analysis.</strong></td>
<td>Hanke Korpershoek, University of Groningen, Netherlands; Maaike van Rooijen, Verwey-Jonker Instituut, Netherlands; Quint Oga-Baldwin, Waseda University, Japan</td>
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## Paper Session E: 7

**Time:** 14:15-15:45  
**Location:** Nobel 1483-354

### SINGLE PAPER: SELF-EFFICACY AND MOTIVATION

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<td>First-year medical students’ motivation for research and factors</td>
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<td>Further specification of the Transfer of Learning System through</td>
<td>Joost Jansen in de Wal, University of Amsterdam, Netherlands; Frank Cornelissen, University of Amsterdam, Netherlands</td>
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Chair  
Jolene van der Kaap-Deeder, Ghent University, Belgium