

Keynote Professor Sanna
Järvelä: 1

Time: 10:30-11:30

Location: Aula

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, Netherland.

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

Paper Session A: 4

Time: 12:45-14:15

Location: Nobel 1483-251

SINGLE PAPER: EXPECTANCY-VALUE THEORY**Chair**

SStacy Priniski, University of Wisconsin - Madison, United States

Development and validation of a domain-specific expectancy-value form of learning motivation

Kerstin Kisielski, TU Dresden - Psychology of Learning and Instruction, Germany; Susanne Narciss, TU Dresden, Germany

Relevance Interventions in the Classroom: A Means to Promote Students' Homework Motivation

Barbara Flunger, Utrecht University, Netherlands; Hanna Gaspard, University of Tübingen, Germany; Isabelle Haefner, University Tuebingen, 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 Tuebingen, Germany; Benjamin Nagengast, Eberhard Karls Universität Tübingen, Germany; Ulrich Trautwein, University of Tübingen, Germany

It Takes Two: Expectancy-Value Constructs and Vocational Interests Predict STEM Careers Differently

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

Understanding Utility-Value Intervention Effects: The Role of Personal and Interpersonal Writing

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

Paper Session A: 5

Time: 12:45-14:15

Location: Nobel 1483-344

SINGLE PAPER: SELF-DETERMINATION THEORY AND MEASUREMENT**Chair**

Ib Ravn, The Danish University of Education, Denmark

How do People Handle Competence Frustration?: The Role of Resilience and Attentional Bias

Joachim Waterschoot, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium

Testing Gender Similarities: Subjective Task Value and Motivation to Transfer in Adult Education

Andreas Gegenfurtner, Technische Hochschule Deggendorf, Germany

“All fun and no impact – is there a motivation-behavior gap in studies of games and gamification?”

Andreas Lieberoth, Aarhus University, Denmark

How do students with different motivational profiles perceive feedback during classroom interaction?

Katharina Dreiling, Institute for Educational Science, University of Göttingen, Germany; Ariane S. Willems, Institute for Educational Science, University of Göttingen, Germany

Paper Session A: 6

Time: 12:45-14:15

Location: Nobel 1481-231

SINGLE PAPER: 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 Stamovlasis, 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: 1

Time: 14:15-15:15

Location: Nobel window hallway

POSTER PRESENTATION: ENGAGEMENT AND MOTIVATION

A Self-Determination Theory approach to understand the motivational dynamics of Team-Based Learning

Lucas Matias Jenö, 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 Dyrberg Egemose, Laboratory for Cohesive 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,

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 Kreijkjes, 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; Katariina 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

Chair

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

Chair

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 Kiili, 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 Upadyaya, 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 CHAIRED 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

Chair

Benjamin Torsney, University College Dublin, Ireland

Shifts in Emerging Adults' Sleep Pattern during Examination Period: Psychological Needs and Stress

Maarten Vansteenkiste, Ghent University, Belgium; Rachel Campbell, Ghent University, Belgium; Wim Beyers, Ghent University, Belgium; Bart Soenens, Ghent University, Belgium

The impact of single parent families on primary students' motivation and achievement

Barbara Otto, Psychology, University of Landau, Germany; Natalie Vannini, Goethe-Universität Frankfurt, Germany

Predicting PhD students' persistence over a 5-year period

David Litalien, Université Laval, Canada; Gabriella Hamelin, Université Laval, Canada; Frederic Guay, Laval University, Canada

What is psychologically happening in a music class?

Dora Herrera, Pontificia Universidad Católica del Perú, Peru; Lennia Matos, Pontifical Catholic University of Peru, Peru; Rafael Gargurevich, Pontificia Universidad Católica del Perú, Peru

Paper Session B: 6

Time: 15:15-16:45

Location: Nobel 1481-237

SINGLE PAPER: ENGAGEMENT, ATTITUDES AND BELIEFS

Chair

Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

The Relation of Help-Seeking Attitude, Adaptive Help-Seeking Behavior and Drop-out Tendencies

Philipp Nolden, RWTH Aachen University, Germany; Marold Wosnitza, RWTH Aachen University, Germany; Stuart Karabenick, University of Michigan, United States

Which students comply with writing tasks in classroom-based value interventions—and does it matter?

Brigitte Brisson, German Institute for International Educational Research (DIPF), Germany; Chris Hulleman, University of Virginia, United States; Isabelle Häfner, 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

Development of computational thinking, scientific reasoning and interest

Marjaana Veermans, University of Turku, Finland; Jenni Airola, University of Turku, Finland

Social and Academic Popularity: Disentangling Two Distinct Dimensions of Interpersonal Perception

Thomas Lösch, University of Bamberg, Germany; Katrin Rentzsch, University of Bamberg, Germany

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

Chair

Moti Benita, University of Haifa, Israel

Organisers

Moti Benita, University of Haifa, Israel; Guy Roth, Ben-Gurion University of the Negev, Israel

Discussant

Maarten Vansteenkiste, Ghent University, Belgium

Adaptive emotion regulation: Socialization and outcomes

Guy Roth, Ben-Gurion University of the Negev, Israel

Choosing to Regulate Emotions: Autonomous vs. Controlled Emotion Goal Pursuit

Moti Benita, University of Haifa, Israel

Emotion Regulation, Basic Need Satisfaction, and Psychological Health: Cross-Cultural Research

Lennia Matos, Pontifical Catholic University of Peru, Peru; Moti Benita, University of Haifa, Israel

Early Antecedents of Psychologically Controlling Parenting during Toddlerhood

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

Symposium Session A: 2

Time: 08:30-10:00

Location: Nobel 1481-231

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

Chair

Nathalie Aelterman, Ghent University, Belgium

Organiser

Nathalie Aelterman, Ghent University, Belgium

Discussant

Maarten Vansteenkiste, Ghent University, Belgium

(De)motivating Teaching in Primary and Higher Education: The Value of a Circumplex Approach

Branko Vermote, University of Ghent, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Ruben Vanderlinde, Ghent University, Belgium; Nathalie Aelterman, Ghent University, Belgium

Developmental Changes of Teachers' Motivating Style and Students' Academic Motivation

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

Examining Correlates of (De)Motivating Teaching Styles from Two Theoretical Perspectives

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

Students' Task-specific Perceptions of Teacher's (De)motivating Teaching Style

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

Symposium Session A: 3

Time: 08:30-10:00

Location: Nobel 1481-264

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, 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 Session A: 4

Time: 08:30-10:00

Location: Nobel 1481-237

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; Charlott 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; Jacquelynne 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; Jacquelynne Eccles, University of California, Irvine, United States; Birgit Spinath, Heidelberg University, Germany; Ricarda Steinmayr, TU Dortmund, Germany; Katariina Salmela-Aro, Helsinki University, Finland

Symposium Session A: 5

Time: 08:30-10:00

Location: Nobel 1483-251

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

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 Session A: 6

Time: 08:30-10:00

Location: Nobel 1483-344

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

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; Sigrun 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 Vlakenhorst, 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

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; Jacquelynn Eccles, 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

Katariina 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

THURSDAY, 16 AUGUST 2018

Junlin Yu, Cambridge University, United Kingdom; Ros McLellan, Cambridge University, United Kingdom

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 H(inders)elps 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 Dinkelman, Thurgau University of Teacher Education, Switzerland

Students' math performance: The role of motivation, learning strategies and metacognitive judgments

Rosanda Pahljina-Reinic, B.Roncevic Zubkovic, S. Kolic-Vehovec, University of Rijeka, Croatia

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 McEaney, 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

THURSDAY, 16 AUGUST 2018

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; Kristiina 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

THURSDAY, 16 AUGUST 2018

Symposium Session B: 1

Time: 16:15-17:45

Location: Nobel 1483-354

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

Does Students' Well-Being at School Measure Up Across Cultures?

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 Loeffler-Gutmann, Institute of Psychology, University of Munich (LMU), Germany

Understanding Primary and Secondary Students' Well-Being and School Alienation

Tina Hascher, University of Bern, Switzerland; Julia Morinaj, Institute of Educational Science, University of Bern, Switzerland

School-related Wellbeing Promotes Adaptability, Achievement and Behavioural Conduct

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

Perceived teachers' emotional authenticity: Intraindividual relations to students' emotions

Eva Becker, University of Zurich, Switzerland; Melanie Keller, Leibniz Institute for Science and Mathematics Education at Kiel University, Germany

Symposium Session B: 2

Time: 16:15-17:45

Location: Nobel 1481-231

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

Do Goal Clarification and Process Feedback Foster Students' Motivational Functioning?

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

How to Avoid the Motivational Deficits of An Overload of Instructions: An Experimental Study

Sophie Goemaere, Ghent University, Belgium; Maarten Vansteenkiste, Ghent University, Belgium; Wim Beyers, Ghent University, Belgium; Gert-Jan De Muijnck, Ghent University, Belgium

Effects of Teachers' Style of Rule Setting on Students' Psychological Needs and Behavioral Responses

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

Investigating Change-Oriented Feedback Quantity and Quality in a Real-Life Setting

Joelle Carpentier, Ecole des Sciences de la Gestion - Université du Québec à Montréal, Canada; Geneviève Mageau, Université de Montréal, Canada; Richard Koestner, McGill, Canada

Symposium Session B: 3

Time: 16:15-17:45

Location: Nobel 1483-344

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; Hannie 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 Isohäätä, University of Oulu, Finland; Sanna Järvelä, University of Oulu, Finland

Symposium Session B: 4

Time: 16:15-17:45

Location: Nobel 1481-264

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 SCHOOLING**Chair**

Benjamin Torsney, University College Dublin, Ireland

Organiser

Jennifer Symonds, University College Dublin, Ireland

Discussant

Markku Niemivirta, University of Oslo, Norway

Feasibility study of PROSPER: The Professional Student Programme for Educational Resilience

Benjamin Torsney, University College Dublin, Ireland; Jennifer Symonds, University College Dublin, Ireland

Level Up: Enhancing adolescents' career and work motivation

Jennifer Symonds, University College Dublin, Ireland; Benjamin Torsney, University College Dublin, Ireland

Skills for life : Intervention effects on self-efficacy and preparedness among university students

Elina Marttinen, University of Jyväskylä, Finland; Katariina Salmela-Aro, Helsinki University, Finland; Minna Savolainen, Nyyti ry, Finland

Using experience sampling method data for evaluating learning activities

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

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

The Predictive and Interactive Role of Grit with Goal Orientation in Academic Wellbeing

Katariina Salmela-Aro, Helsinki University, Finland; Xin Tang, University of Helsinki, Finland; Jiesi Guo, Australian Catholic University, Australia

Are "Gritty" Students more Successful in School? Relative Importance of Grit for School Achievement

Ricarda Steinmayr, TU Dortmund, Germany; Anne Franziska Weidinger, Technical University Dortmund, Germany; Allan Wigfield, University of Maryland, United States

Clarifying Grit's Predictive Role: Exploring Mechanisms of the Relation Between Grit and Achievement

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

Cross-Cultural Mediation Study of Grit, Self-Regulated Learning and Achievement in Multiple Domains

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

Symposium Session B: 7

Time: 16:15-17:45

Location: Nobel 1481-237

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

Chair

Judith Harackiewicz, University of Wisconsin-Madison, United States

Organiser

K. Ann Renninger, Swarthmore College, United States

Discussant

Niels Dohn, Aarhus University, Denmark

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; Katariina Salmela-Aro, Helsinki University, Finland

Symposium Session C: 1

Time: 08:30-10:00

Location: Nobel 1481-231

SYMPOSIUM: UTILITY-VALUE INTERVENTIONS: HOW EFFECTIVE ARE THEY AND WHEN DO THEY WORK?**Chair**

Hanna Gaspard, University of Tübingen, Germany

Discussant

Helen Watt, The University of Sydney, Australia

Implementing Utility-Value Interventions in the Real World

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 Wormington, University of Virginia, United States

The Efficacy and Effectiveness of a Utility-Value Intervention in Math Classrooms

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

Data Analysis of Utility-Value Interventions: Is it Consistent? Does That Matter?

Emily Rosenzweig, University of Wisconsin-Madison, United States; Benjamin Nagengast, Eberhard Karls Universität Tübingen, Germany

A Meta-Analytic Synthesis of Utility-Value Interventions in Education

Yoi Tibbetts, University of Virginia, United States; Chris Hulleman, University of Virginia, United States; Stephanie Wormington, University of Virginia, United States; Mary Rose Philipoom, University of Virginia, United States

Symposium Session C: 2

Time: 08:30-10:00

Location: Nobel 1481-237

SYMPOSIUM: IMPLICIT TEACHER BIAS FOR MINORITY STUDENTS: LINKS TO INSTRUCTIONAL PRACTICES AND STUDENT OUTCOMES**Chair**

Christine Rubie-Davies, University of Auckland, New Zealand

Discussant

Stuart Karabenick, University of Michigan, United States

Research Contributions to Implicit Measures of Teachers' Attitudes, Practices, and Student Outcomes

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

Pre-Service Teachers' Practices and Implicit and Explicit Attitudes toward Minority Students

Revathy Kumar, University of Toledo, United States; Nurit Kaplan Toren, University of Haifa and Oranim Academic College of Education, Israel

Teachers' and Preservice Teachers' Implicit Stereotypes and Attitudes toward Ethnic Minorities

Sabine Glock, Bergische Universität Wuppertal, Germany; Hannah Kleen, School of Education, Bergische Universität Wuppertal, Germany

The Implicit Attitudes of Pre-service Teachers: Are they Biased and Can They Change?

Christine Rubie-Davies, University of Auckland, New Zealand; Jason Stephens, The University of Auckland, United States; Elizabeth R Peterson, University of Auckland, New Zealand

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

Daniela Raccanello, University of Verona, Italy; Francisco Peixoto, Portugal

Discussant

Eleftheria Gonida, Aristotle University of Thessaloniki, Greece

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

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

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

Thea Peetsma, University of Amsterdam, Netherlands

Discussant

Fani Lauermann, University of Bonn, Germany

The Role of Friends in Help-seeking Tendencies during Early Adolescence

Huiyoung shin, Oklahoma State University, Korea, Republic of

Psychometric network models to illuminate cross-national differences in science interest structure

Maijen 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 Raijmakers, University of Amsterdam, Netherlands

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?**Chair**

K. Ann Renninger, Swarthmore College,
United States

Organiser

Judith Harackiewicz, University of Wisconsin-
Madison, United States

Discussant

Niels Dohn, Aarhus University, Denmark

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 Huetzel, 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

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?**Chair**

Julia Dietrich, Friedrich Schiller University of
Jena, Germany

Discussant

Kou Murayama, University of Reading, United
Kingdom

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; Katariina 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**

Julia Eberle, Ruhr-Universität Bochum,
Germany

Attainment Value Protects Performance Against Low Expectancy of Success

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**

Linda Schuermann, University of
Koblenz-Landau

The Origin of Teachers' Intrinsic vs. Extrinsic Instructional Goals

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 Møgelvang 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

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, Australia; Tayla Fitzsummons, University of New England, Australia

Intra-individual Dynamics of Situation-Specific Classroom Engagement

Kati Vasalampi, University of Jyväskylä, Finland; Joonas Muotka, 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 Pulkka, 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-Majja Poikkeus, 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

Does Increased Effort Compensate for Performance Debilitating Test Anxiety?

Wendy Symes, University of Birmingham, United Kingdom; Dave Putwain, Liverpool John Moores University, United Kingdom

Student Sense of Competence, Classroom Engagement, and Academic Achievement: What Mediates What?

Elizabeth Olivier, Université catholique de Louvain (UCL), Canada; Isabelle Archambault, Université de Montreal, Canada; Benoît Galand, Université catholique de Louvain (UCL), Belgium

First-year students' academic achievement: why autonomous motivation and time-management matter.

Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Carlien Vermue, University of Groningen, Netherlands; Jan Folkert Deinum, University of Groningen, Netherlands; Els van Rooij, University of Groningen, Netherlands

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

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

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

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 Soenens, 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

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; Maria Teresa Goncalves, Universidade do Porto, Portugal

Paper Session E: 5

Time: 14:15-15:45

Location: Nobel 1481-264

SINGLE PAPER: SELF-DETERMINATION THEORY**Chair**

Paul O'Keefe, Singapore

Can the gender gap in reading comprehension be traced to differences in school engagement?

Kristjan K. Stefansson, Visar research ehf., Iceland; Sigrún Jónatansdóttir, Foldaskóli, Iceland; Steinunn Gestsdóttir, University of Iceland, Iceland; Freyja Birgisdóttir, University of Iceland, Iceland

Fuel for motivation: influence of context on motivation of postgraduate medical education trainees

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

Profiles of teachers' need support: how do they cohere and predict learning outcomes?

Kim Stroet, Leiden University, Netherlands; Lisette Hornstra, Utrecht University, Netherlands; Desirée Weijers, Kohnstamm Institute, University of Amsterdam, Netherlands

The Power of Choice: Does Adding Choice Improve the Effectiveness of a Utility Value Intervention?

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

Paper Session E: 6

Time: 14:15-15:45

Location: Nobel 1481-231

SINGLE PAPER: MOTIVATION AND SELF-EFFICACY**Chair**

Toni Rogat, Purdue University, United States

Development and Validation of a New Multidimensional Language Learning Anxiety Scale

Gulsah Kutuk, Edge Hill University, United Kingdom

Fear of Failure and Self-efficacy are in the eyes of the Beholder

Lisenne Giel, Erasmus University Rotterdam, Netherlands; Gera Noordzij, Erasmus University College, Netherlands

A Participatory Approach to Measure Students' Achievement Goals

Marko Lüftenegger, University of Vienna, Austria; Lisa Bardach, University of Vienna, Austria; Barbara Schober, University of Vienna, Austria; Christiane Spiel, University of Vienna, Austria

Students' school motivation profiles in primary education: A latent class analysis.

Hanke Korpershoek, University of Groningen, Netherlands; Maaïke van Rooijen, Verwey-Jonker Instituut, Netherlands; Quint Oga-Baldwin, Waseda University, Japan

SINGLE PAPER: SELF-EFFICACY AND MOTIVATION**Chair**

Jolene van der Kaap-Deeder, Ghent University, Belgium

Master's students' motives and perceived barriers to pursue a PhD

Els van Rooij, University of Groningen, Netherlands; Marjon Fokkens-Bruinsma, University of Groningen, Netherlands; Ellen Jansen, University of Groningen, Netherlands

First-year medical students' motivation for research and factors influencing their motivation

Belinda Ommering, Leiden University Medical Center, Netherlands; Floris van Blankenstein, Leiden University Medical Center, Netherlands; Friedo Dekker, Leiden University Medical Center, Netherlands

Relationships between Student Motivation and Persistence in Engineering

Lisa Benson, Clemson University, United States

Further specification of the Transfer of Learning System through motivational theory

Joost Jansen in de Wal, University of Amsterdam, Netherlands; Frank Cornelissen, University of Amsterdam, Netherlands