

# Detailed Program

## Motivation: New Directions in Mind – The 12<sup>th</sup> ICM

### Thursday, September 02

8:30      Secretariat/Registration

#### 9:00-9:30 Welcome Session

Marina S. Lemos & Teresa Gonçalves  
*The Chairs of 12<sup>th</sup> ICM*

Alexander Minnaert  
*The SIG Coordinator*

Carlinda Leite  
*The Director of Faculty of Psychology and Education*

José Carlos Marques dos Santos  
*The Head of the University of Porto*

**Thursday 02 Sept 9:30-10:30 | Keynote I | Auditorium 2A**

#### Promoting Curiosity and Understanding Risk

*Professor Alexandre Quintanilha, IBMC, University of Porto, Portugal*

10:30-11:00      Coffee Break

**Thursday 02 Sept 11:00-12:30 | Paper Session 1 | Room 249**

#### Interest and Motivation

**Chair**      *Mary Ainley, University of Melbourne, Australia*

#### Antecedents and consequences of initial and sustained interest during a learning task

*Anna Tapola<sup>1</sup>, Marjaana Veermans<sup>2</sup> & Markku Niemivirta<sup>1</sup>*

*<sup>1</sup> University of Helsinki, Finland, <sup>2</sup> University of Turku, Finland*

#### From random drifting to driving personal interest - What promotes motivation in the Ph.D. process?

*J. Stubb, K. Pyhäntö & K. Lonka*  
*University of Helsinki, Finland*

#### Situational interest of students participating in the innovative inquiry-based science course: Science Marathon

*Niels Bonderup Dohn*  
*University of California, USA*

**Triggering and maintaining situational interest in mathematics classes: The role of cognitive activation and individual and collective emotional experiences.**

*Ariane S. Willems & Doris Lewalter  
TU München, Germany*

**Thursday 02 Sept 11:00-12:30 | Paper Session 2 | Room 252**

**Learning Environments, Motivation and Self-Regulation**

**Chair** *Jean-Luc Gurtner, Fribourg University, Switzerland*

**Aspects of dynamics in motivation**

*Cornelia Schoor & Maria Bannert  
Chemnitz University of Technology, Germany*

**Self-regulated learning and students' perceptions of innovative learning environments in secondary education**

*Jaap Schuitema, Thea Peetsma & Ineke van der Veen  
University of Amsterdam, The Netherlands*

**University students' emotional experiences of group work: Implications for motivation**

*Karen Kimmel & Marold Wosnitza  
RWTH Aachen University, Germany*

**From social and affective cues to training application: Testing for the factorial structure of transfer motivation in a health management setting**

*Andreas Gegenfurtner<sup>1</sup>, Marja Vauras<sup>1</sup>, Hans Gruber<sup>2</sup>, Erno Lehtinen<sup>1</sup>, & Dagmar Festner<sup>3</sup>  
<sup>1</sup>University of Turku, Finland, <sup>2</sup>University of Regensburg, Germany, <sup>3</sup>f-bb Research Institute for Vocational Education and Training, Nuremberg, Germany*

**Thursday 02 Sept 11:00-12:30 | Paper Session 3 | Auditorium 2B**

**Achievement Goals, Motivation and Learning**

**Chair** *Andrew Elliot, University of Rochester, USA*

**Relationships between achievement goal profiles, motivational and affective dimensions in different level students in Italian and Mathematics**

*Daniela Raccanello & Bianca De Bernardi  
University of Verona, Italy*

**Motivational goals in the classroom: A study in German elementary schools**

*Anna K. Döring  
University of Münster, Germany*

**A hierarchical model of basic need support, achievement goals, self-efficacy, life satisfaction, and academic achievement among elementary school students**

*Åge Diseth, Anne Grete Danielsen & Oddrun Samdal  
University of Bergen, Norway*

**Diagnosing motivation: Can teachers identify their students' motivational goals?**

*Anna-Lena Dicke, Oliver Luedtke, Ulrich Trautwein, Nicole Husemann  
University of Tuebingen, Germany*

**Motivation & Emotion**

**Chair** Reinhard Pekrun, University of Munich, Germany

**Contemplating dropout: The role of the impostor phenomenon**

Thérèse Bouffard, Marie-Hélène Chayer, Arielle Bonneville-Roussy  
University of Quebec at Montreal, Canada

**Ego depletion in test situations: Self-control strength as moderator of the relation between anxiety and cognitive performance**

Alex Bertrams, Christoph Englert, & Oliver Dickhäuser  
University of Mannheim, Germany

**Children's hope, attributions and emotions for their friendships with their peers**

Georgia Stephanou  
University of Western Macedonia, Greece

**The role of adaptive patterns of learning and hope in predicting the level of academic achievement of Portuguese middle school students**

Maria Paula Paixão, José Tomás da Silva & Catarina Santos  
University of Coimbra, Portugal

**Teachers' Conceptions of Motivation**

**Chair** Marold Wosnitza, RWTH Aachen University, Germany

**What are the reasons and consequences of academic procrastination? An interview-study with student counsellors**

Justine Patrzek<sup>1</sup>, Carola Grunschel<sup>1</sup>, Stefan Fries<sup>1</sup> & Cüneyt Sandal<sup>2</sup>,  
<sup>1</sup>Bielefeld University, Germany, <sup>2</sup>Karlsruhe Institute of Technology, Germany

**The impact of sampling on reports of reasons and consequences of academic procrastination: A qualitative interview study**

Carola Grunschel<sup>1</sup>, Justine Patrzek<sup>1</sup>, Stefan Fries<sup>1</sup> & Cüneyt Sandal<sup>2</sup>  
<sup>1</sup>Bielefeld University, Germany, <sup>2</sup>Karlsruhe Institute of Technology, Germany

**Can teachers' motivational expectancies and incentives explain their implementation of reforms?**

Manuel Förster & Olga Zlatkin-Troitschanskaia  
Johannes Gutenberg-University, Germany

**Between the private family and the professional family: The structuring of professional self-efficacy of teachers**

Efrat Kass  
Achva College of Education, Israel

**Developing conceptions about classroom motivation: Journeys of student teachers**

Caroline Mansfield & Simone Volet  
Murdoch University, Australia

**Thursday 02 Sept 13:30-15:00 | Symposium A | Auditorium 2B**

**Interventions Targeting Motivation I**

Organizers      *K. Ann Renninger, Jenefer Husman, and Judith M. Harackiewicz*

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

Discussants    *Susan Hidi, University of Toronto, Canada*  
                     *Willy Lens, University of Leuven, Belgium*

**Increasing motivation without decreasing instructional time: A brief intervention to improve engineering students' task value**

*Jenefer Husman, Krista Puruhito, Tirupalavanam Ganesh, Glenda Stump & Sarah K. Brem*  
*Arizona State University, USA*

**From practice to theory and back again: The role of relevance in student motivation**

*Chris S. Hulleman<sup>1</sup>, Judith M. Harackiewicz<sup>2</sup> & Kenn E. Barron<sup>1</sup>*  
*<sup>1</sup>James Madison University, USA, <sup>2</sup>University of Wisconsin-Madison, USA*

**Educational goal commitment: Antecedents, consequences, and intervention**

*Boudrenghien Gentiane & Frenay Mariane*  
*Université Catholique de Louvain, Belgium*

**Changes in situational interest in relation to changes in the experiences of autonomy, competence, and social relatedness among students in vocational education**

*Alexander Minnaert*  
*University of Groningen, The Netherlands*

**Thursday 02 Sept 13:30-15:00 | Panel Discussion | Auditorium 2C**

**Motivation and Practice: Bridging Conceptualizations**

Organizers      *Monique Boekaerts, Leiden University, The Netherlands*  
                     *K. Ann Renninger, Swarthmore College, USA*

Chairs            *Monique Boekaerts*  
                     *K. Ann Renninger*

Panelist 1        *Judith Meece, University of North Carolina at Chapel Hill, USA*

Panelist 2        *Reinhard Pekrun, University of Munich, Germany*

Panelist 3        *K. Ann Renninger, Swarthmore College, USA*

**Thursday 02 Sept 15:00-16:30 | Coffee & Posters 1 | First Floor - Hall in front of Auditorium A**

### **Influences of Family and Social Support on Students' Motivation**

#### **Impact of parenting styles on adolescents' academic perceived competence and self-esteem**

*Arielle Bonneville-Roussy, Thérèse Bouffard & Marie-Hélène Chayer*  
*University of Quebec at Montreal, Canada*

#### **Parental support and learning motivation of students in mathematics generally and in an exam preparation situation**

*Iris Dinkelmann & Alex Buff*  
*Zurich University of Teacher Education, Switzerland*

#### **Exploring the experience of first generation university students: Is there evidence for a culture shock?**

*Carole Vezeau<sup>1</sup>, Thérèse Bouffard<sup>2</sup> & Priscilla Richard<sup>2</sup>*  
*<sup>1</sup>College of Joliette, <sup>2</sup>University of Quebec at Montreal, Canada*

**Thursday 02 Sept 15:00-16:30 | Coffee & Posters 2 | First Floor – Corridor**

### **Motivation, Wellbeing and Adaptation**

#### **Adult roles anticipation: A differential study among Portuguese adolescents and emergent adults**

*Susana Coimbra & Anne Marie Fontaine*  
*University of Porto, Portugal*

#### **Therapeutic environment: Reflections of dyads of clients and therapists**

*Luisa Soares<sup>1</sup>, Marina S. Lemos<sup>2</sup>, Filipa Oliveira<sup>1</sup>, Carla Vale Lucas<sup>1</sup> & Liliana Roque<sup>1</sup>*  
*<sup>1</sup>University of Madeira, Portugal, <sup>2</sup>University of Porto, Portugal*

#### **How to cope with academic failure in middle adolescence? Relationships between self-esteem, self-concepts, motivational orientations and academic achievement**

*Sandra Nascimento & Francisco Peixoto*  
*ISPA, Portugal*

#### **Possible selves during middle adolescence: Relationships with school achievement and with various demographic factors**

*Angeliki Leondari<sup>1</sup> & Eleftheria N. Gonida<sup>2</sup>*  
*<sup>1</sup>University of Thessaloniki, Greece, <sup>2</sup>Aristotle University of Thessaloniki, Greece*

#### **Motivational dimensions of career exploration**

*Joana Carneiro Pinto & Maria do Céu Taveira*  
*University of Minho, Portugal*

#### **Does the motivation to achieve spirituality at work help buffer the influence of job stress on work-life issues, and health amongst Australian academics?**

*Amanda Bell, Diana Rajendran & Stephen Theiler*  
*Swinburne University, Australia*

## **Physical education teachers' self-determination towards their classes**

*Luís Pedro Inácio Coelho<sup>1</sup>, Rui Manuel Neto e Matos<sup>1</sup> & Sixto Cubo Delgado<sup>2</sup>*

*<sup>1</sup>Instituto Politécnico de Leiria, Portugal, <sup>2</sup>University of Extremadura, Spain*

**Thursday 02 Sept 16:30-18:00 | Symposium B | Auditorium 2B**

### **Research on Teacher Motivation: Current Status and Future Directions**

Organizer and Chair     *Stuart A. Karabenick, University of Michigan, USA*

Discussant                     *Simone Volet, Murdoch University, Australia*

### **The loss frontier: Unconscious motivation to teach and how to work with it**

*Philip Riley*

*Monash University, Australia*

### **Do teaching motivations change following early career teaching experiences? Stability and change for different 'types' of beginning teachers**

*Helen M. G. Watt & Paul W. Richardson*

*Monash University, Australia*

### **What do teachers want to achieve and does it matter? Extension of a new achievement goal approach to teacher motivation**

*Ruth Butler & Limor Shibaz*

*Hebrew University of Jerusalem, Israel*

### **Teacher responsibility and teacher efficacy: Two faces of the same coin or two different coins?**

*Fani Lauermann<sup>1</sup>, Stuart A. Karabenick<sup>1</sup> & Marold Wosnitza<sup>2</sup>*

*<sup>1</sup>University of Michigan, USA, <sup>2</sup> RWTH Aachen University, Germany*

**Thursday 02 Sept 16:30-18:00 | Symposium C | Auditorium 2C**

### **Interventions Targeting Motivation II**

Organizers             *K. Ann Renninger, Jenefer Husman, and Judith M. Harackiewicz*

Chair                     *Judith M. Harackiewicz*

Discussants             *Suzanne Hidi, University of Toronto, Canada*  
                                 *Willy Lens, University of Leuven, Belgium*

### **Supporting learners with little prior experience to engage science**

*K. Ann Renninger, Kathryn R. Riley, Melissa Emmerson, Alicia Niwagaba & Jessica E. Bachrach*  
*Swarthmore College, Swarthmore, PA*

### **On challenging writing tasks**

*Pietro Boscolo*

*University of Padova, Italy*

**Promoting parents' utility value conversations with their high school students: An experimental test**

*Judith Harackiewicz, Chris Hulleman, Chris Rozek & Janet Hyde*

*University of Wisconsin, USA*

19:00     **University Reception**

***University's Greetings***

José Carlos Marques dos Santos

*The Head of the University of Porto*

***Music***

*Violin*     Diva Couto

Carolina Sampaio

Ana Raquel Almeida

*Cello*     Sara Leite

# Friday, September 03

8:30

Secretariat/Registration

## Friday 03 Sept 9:00-10:30 | Symposium D | Auditorium 2B

### Regulation of Learning in Context: The Influence of Peers and Technology Tools

Chairs *Toni Kempler Rogat, Rutgers, The State University of New Jersey, USA*  
*Sanna Järvelä, University of Oulu, Finland*

Discussant *Simone Volet, Murdoch University, Australia*

### Regulatory processes employed by collaborative groups

*Toni Kempler Rogat<sup>1</sup> & Lisa Linnenbrink-Garcia<sup>2</sup>*

<sup>1</sup>*Rutgers, the State University of New Jersey, USA*

<sup>2</sup>*Duke University, USA*

### Exploring socially-shared regulation in the context of collaboration – a change from self to shared regulation

*Sanna Järvelä<sup>1</sup>, Allyson Hadwin<sup>2</sup> & Hanna Järvenoja<sup>1</sup>*

<sup>1</sup>*University of Oulu, Finland, <sup>2</sup>University of Victoria, Canada*

### Towards an understanding of motivational coregulation in learning groups

*Thomas Martens<sup>1</sup> & Ana Remesal<sup>2</sup>*

<sup>1</sup>*German Institute for International Educational Research, <sup>2</sup>University of Barcelona, Spain*

### Learning to learn math and English: Developing a computer-assisted self-regulated learning program for low-income, culturally diverse, urban adolescents

*Akane Zusho<sup>1</sup>, Peggy A. Barnett<sup>1</sup>, Kelcey Edwards<sup>1</sup>, Karen Clayton<sup>1</sup>, Jared Anthony<sup>1</sup>, Kristin Tortorici<sup>1</sup> & Michael Edwards, Parsons<sup>2</sup>*

<sup>1</sup>*Fordham University, Graduate School of Education, USA, <sup>2</sup>The New School of Design, USA*

## Friday 03 Sept 9:00-10:30 | Symposium E | Auditorium 2C

### The Next Decade of Interest Research: Measures and Processes

Chair *Mary Ainley, University of Melbourne, Australia*

Discussant *Suzanne Hidi, University of Toronto, Canada*

### A new method for identifying dimensions of interest: MINE

*Robert B W Ely, Mary Ainley & Jon Pearce*

*University of Melbourne, Australia*

### Using latent trait analysis to evaluate the four-phase model of interest development

*Michelle M. Riconscente*

*University of Southern California, USA*



**Identifying the phase of student interest in mathematics for a study of classroom practices for at-risk students**

*K. Ann Renninger & Whitney S. Nekoba  
Swarthmore College, USA*

**Peer relationships, anxiety and interest in mathematics: Applying a social network approach**

*Sarah Buckley<sup>1</sup>, Mary Ainley<sup>2</sup> & Pip Pattison<sup>2</sup>*

*<sup>1</sup>Australian Council for Educational Research, <sup>2</sup>University of Melbourne, Australia*

**Friday 03 Sept 10:30-11h30 | Coffee & Posters 3 | First Floor - Hall in front of Auditorium A**

**Students' Achievement, Social and Relational Goals**

**Associations between teachers' communication behaviors, affinity-seeking, and perceived mastery goal structures**

*Lynley H. Anderman, Deleon L. Gray & Eric M. Anderman  
The Ohio State University, USA*

**The relationships between participation in extracurricular activities, self-representations and motivational orientations**

*Luísa Sereno & Francisco Peixoto  
ISPA, Portugal*

**A multidimensional model of middle school adjustment**

*Helena I. Meneses<sup>1</sup>, Marina S. Lemos<sup>1</sup> & Luís P. Rodrigues<sup>2</sup>*

*<sup>1</sup>University of Porto, Portugal, <sup>2</sup>Polytechnic Institute of Viana do Castelo, Portugal*

**Students' multiple goals profiles and their differential relations with academic performance**

*Teresa Gonçalves<sup>1</sup> & Marina S. Lemos<sup>2</sup>*

*<sup>1</sup>Polytechnic Institute of Viana do Castelo, Portugal, <sup>2</sup>University of Porto, Portugal*

**Achievement goal orientations as predictors of discrete test emotions**

*Irena Burić & Izabela Sorić  
University of Zadar, Croatia*

**Students' goal preferences in the classroom: Which goals are salient and how does this affect motivation?**

*Karin Smit, Monique Boekaerts & Frank Busing  
Leiden University, The Netherlands*

**Students' explanations for working or not working in school**

*Jennifer Archer  
University of Newcastle, Australia*

**Job satisfaction and tendency to find excitement among the civilian pilots**

*Zvezdan Penezić<sup>1</sup>, Marijana Košutić<sup>2</sup> & Jelena Ombla, Izabela Sorić<sup>1</sup>*

*<sup>1</sup>University of Zadar, Croatia*

*<sup>2</sup>Elementary School Viktora Kovačića. Hum na Sutli, Croatia*

**Friday 03 Sept 10:30-11h30 | Coffee & Posters 4 | First Floor - Corridor**

## Motivation Research Methods

### **Towards children's efficacious agency in formal and informal contexts**

*Sanna Järvelä<sup>1</sup>, Kristiina Kumpulainen<sup>2</sup>, Hanna Järvenoja<sup>1</sup>, Elina Määttä<sup>1</sup>, Eeva-Liisa Kronqvist<sup>1</sup>, Pirkko Hyvönen<sup>1</sup>, Lasse Lipponen<sup>2</sup> & Jaakko Hilppö<sup>2</sup>*

*<sup>1</sup>University of Oulu, Finland, <sup>2</sup>University of Helsinki, Finland*

### **Growth trajectories of task-value and self-efficacy across an academic semester**

*Marcus Lee Johnson<sup>1</sup>, Krista Muis<sup>2</sup> & Ordene V. Edwards<sup>1</sup>*

*<sup>1</sup>University of Nevada Las Vegas, USA, <sup>2</sup>McGill University, USA*

### **Construct validity of the Greek version of the revised Action Control Scale (ACS-90)**

*Georgia Papantoniou<sup>1</sup>, Despina Moraitou<sup>2</sup>, Magda Dinou<sup>1</sup> & Effie Katsadima<sup>1</sup>*

*<sup>1</sup>University of Ioannina, Greece, <sup>2</sup>Aristotle University of Thessaloniki, Greece*

### **Using triangulation in constructing measurements for motivation and selfregulated learning**

*Evelyn Bergsmann, Gregor Jöstl, Monika Finsterwald, Barbara Schober & Christiane Spiel*

*University of Vienna, Austria*

### **Redefining corporal punishment in narrative of teaching: taiwanese teachers' stories in reform context**

*Wen-Ting Chung, Arizona, Sarah K. Brem & Jenefer Husman*

*Arizona State University, USA*

### **Motivation and learning strategies evaluation in higher education students: Adaptation of the MSLQ to the Portuguese population**

*Rita Melo, Rui Mendes, Isabel Sá, Isabel Gonçalves & Ana Lucas*

*Technical University of Lisbon, Portugal*

### **Analysis of the factorial structure of the Personal Achievement Goal Orientations – Revised Scales of the PALS and of the Children's Hope Scale in a Portuguese middle school sample**

*José Tomás da Silva, Maria Paula Paixão & Catarina Santos*

*University of Coimbra, Portugal*

### **Time Perspective: Portuguese studies with the Zimbardo Time Perspective Inventory – ZTPI**

*Victor E. C. Ortuño & Maria Paula Paixão*

*University of Coimbra, Portugal*

### **Self-Determination Theory and physical exercise: Adaptation of two questionnaires for the Portuguese population**

*M. Celeste Almeida<sup>1</sup> & José Luís Pais Ribeiro<sup>2</sup>*

*<sup>1</sup>Escola Superior de Enfermagem do Porto, Portugal, <sup>2</sup>University of Porto, Portugal*

**Friday 03 Sept 11:30-12:30 | Keynote II | Auditorium 2A**

### **Implicit Motives: Catalysts for Learning**

*Professor **Oliver C. Schultheiss***

*Friedrich-Alexander University, Germany*

12:30-13:30      **Lunch**

**Motivation in Specific Learning Environments**

**Chair** Sanna Järvelä, *University of Oulu, Finland*

**Learners' questions and requests for help at the workplace. A comparison between two ways to capture these behaviors using mobile technologies**

Jean-Luc Gurtner<sup>1</sup>, Anya Hitz<sup>1</sup>, Elisa Motta<sup>2</sup> & Alberto Cattaneo<sup>2</sup>

<sup>1</sup>University of Fribourg, Switzerland, <sup>2</sup>Swiss Federal Institute for Vocational Education and Training

**Achievement imagery in children's books and the immediate and long-term effect on performance**

Stefan Engeser

*Technische Universität München, Germany*

**Pictorial illustrations in multimedia learning: Do they distract or elicit interest and engagement?**

Ulrike Magner<sup>1</sup>, Rolf Schwonke<sup>1</sup>, Alexander Renkl<sup>1</sup>, Vincent A.W.M.M. Alevén<sup>2</sup> & Octav Popescu<sup>2</sup>

<sup>1</sup>University of Freiburg, Germany, <sup>2</sup>Carnegie Mellon University, USA

**Teachers' views on motivational scaffolding in inquiry learning**

Marjaana Veermans

*University of Turku, Finland*

**Competitive Achievement Goals**

**Chair** Willy Lens, *University of Leuven, Belgium*

**Achievement goals and memory: Competition enhances immediate, but not long-term memory**

Kou Murayama<sup>1</sup> & Andrew J. Elliot<sup>2</sup>

<sup>1</sup>University of Munich, Germany, <sup>2</sup>University of Rochester, USA

**Avoidance oriented students' developments in motivation for math, self-regulated learning and achievement: A person centered study in the lowest level of secondary education in the Netherlands**

Thea Peetsma & Ineke van der Veen

*University of Amsterdam, The Netherlands*

**Why grades engender performance avoidance goals: The mediating role of autonomous motivation**

Caroline Pulfrey<sup>1</sup>, Céline Buchs<sup>2</sup>, Fabrizio Butera<sup>1</sup>

<sup>1</sup>University of Lausanne, Switzerland, <sup>2</sup>University of Genève, Switzerland

**The prevalence of competitive and validation concerns underlying the performance goals of students in 2nd and 3rd cycles**

Telma Leite, Marta Calado & Marina S. Lemos

*University of Porto, Portugal*

## **Motivation, Gognition, and Affect**

**Chair** *Markku Niemivirta, University of Helsinki, Finland*

### **The regulation of academic emotions**

*Piyawan Punmongkol<sup>1</sup>, Richard Walker<sup>2</sup> & Paul Ginns<sup>2</sup>*

*<sup>1</sup>Chulalongkorn University, Thailand, <sup>2</sup>University of Sydney, Australia*

### **The role of emotions in mathematics achievement: A growth curve analysis**

*Wondimu Ahmed, Alexander Minnaert, Greetje van der Werf & Hans Kuyper*

*University of Groningen, The Netherlands*

### **Elementary school students' emotions and metacognitive experience in solving difficult and easy mathematical problems**

*Georgia Ikonomidou, Georgia Stephanou & Georgios Gkavras*

*University of Western Macedonia, Greece*

### **Self-efficacy, emotions, and conceptual change**

*Gale M. Sinatra, Jacqueline R. Cordova, Suzanne H. Broughton & Gita Taasoobshirazi*

*University of Nevada, USA*

**Friday 03 Sept 13:30-15:00 | Paper Session 9 | Room 252**

## **Teacher Motivation**

**Chair** *Stuart Karabenick, University of Michigan, USA*

### **What is the 'right' motivation to become a teacher? Differences in adaptive and maladaptive motives to become a teacher**

*Marjon Bruinsma & Esther Canrinus*

*University of Groningen, the Netherlands*

### **Predicting prospective teachers' intrinsic motivation by their perceived learning environment**

*Barbara Otto & Gerhard Bachmann,*

*University of Frankfurt, Germany*

### **Positive affect, self-efficacy and job satisfaction in teaching**

*Angelica Moè & Francesca Pazzaglia*

*University of Padova, Italy*

### **Teachers' motivation and self-efficacy at the beginning of their career**

*Susan Beltman<sup>1</sup>, Caroline Mansfield<sup>2</sup>, Marold Wosnitza<sup>3</sup>, Andrew McConney<sup>2</sup>, Lina Pellicione<sup>1</sup>, & Anne Price<sup>2</sup>*

*<sup>1</sup>Curtin University of Technology, Australia <sup>2</sup>Murdoch University, Australia, <sup>3</sup>RWTH Aachen University, Germany*

**Friday 03 Sept 13:30-15:00 | Paper Session 10 | Room 254**

## **Mathematics' Motivation**

**Chair** *Sarah Buckley, Australian Council for Educational Research*

## **The developmental cycle of mathematical skills and task-avoidant behavior in elementary school**

*Riikka Hirvonen, Asko Tolvanen, Kaisa Aunola & Jari-Erik Nurmi*

*University of Jyväskylä, Finland*

## **Tasks-with-typical-errors – beneficial or detrimental for learner's achievement and motivation?**

*Susanne Narciss<sup>1</sup>, Stefan Berger<sup>1</sup>, Anja Eichelmann<sup>1</sup> & Erica Melis<sup>2</sup>*

*<sup>1</sup>Technische Universität Dresden, Germany, <sup>2</sup>German Research Center for Artificial Intelligence (DKFI)*

## **Examining outcomes in mathematics for Australia's indigenous students, using PISA data**

*Sue Thomson*

*Australian Council for Educational Research*

## **Modeling student motivation and students' ability estimates from a large-scale assessment of mathematics**

*Carlos Zepa<sup>1</sup>, Krystal Hachey<sup>2</sup>, Christina van Barneveld<sup>1</sup> & Marielle Simon<sup>2</sup>*

*<sup>1</sup>Lakehead University, Canada, <sup>2</sup>University of Ottawa, Canada*

## **Friday 03 Sept 15:00-16:30 | Paper Session 11 | Auditorium 2B**

## **The dynamic Interplay of Motivation and Achievement Along Schooling**

**Chair** *Teresa Gonçalves, Polytechnic Institute of Viana do Castelo, Portugal*

## **Researching change in motivation – a 30-year review**

*Judith MacCallum*

*Murdoch University, Australia*

## **Expectancy-value and the use of learning strategies: Clarifying their longitudinal relations over a high school term**

*Jean-Louis Berger<sup>1</sup> & Stuart A. Karabenick<sup>2</sup>*

*<sup>1</sup>Swiss Federal Institute for Vocational Education, <sup>2</sup>University of Michigan, USA*

## **The Dynamic interplay between students' achievement goals, self-efficacy, and academic performance: A longitudinal study**

*Christian Brandmo<sup>1</sup> & Gunnar Bjørnebekk<sup>2</sup>*

*<sup>1</sup>University of Oslo, Norway, <sup>2</sup>The Norwegian Centre for Child Behavioral Development*

## **A longitudinal test of the reciprocal internal/external frame of reference model of academic achievement and academic self-concept**

*Jens Möller & Jan Retelsdorf*

*University of Kiel, Germany*

## **Friday 03 Sept 15:00-16:30 | Paper Session 12 | Room 247**

## **Parental Beliefs and Children Motivation**

**Chair** *Linley Anderman, The Ohio State University, USA*

## **Parents' choice of secondary school in a tracked system: adapting and testing Eccles' expectancy-value model**

*Kathrin Jonkmann, Kai Maaz, & Jürgen Baumert*

*Max Planck Institute for Human Development, Germany*

**Children's motivational orientation in elementary school: Longitudinal effects of parenting self-efficacy and homework supervision**

*Eleftheria N. Gonida<sup>1</sup>, Anastasia Efklides<sup>1</sup>, Yiota Metallidou<sup>1</sup>,  
Ioulia Ntousi<sup>1</sup>, Fotini Dina<sup>1</sup>, Marja Vauras<sup>2</sup> & Niina Junttila<sup>2</sup>*  
<sup>1</sup>Aristotle University of Thessaloniki, Greece, <sup>2</sup>University of Turku, Finland

**Students', teachers' and parents' achievement goals in Italian and mathematics**

*Bianca De Bernardi, Daniela Raccanello & Margherita Pasini*  
University of Verona, Italy

**Mothers' worries about children's motivation in learning predict mothers' quality in help with homework**

*Gintautas Silinskas, Marja-Kristiina Lerkkanen & Jari-Erik Nurmi*  
University of Jyväskylä, Finland

**Friday 03 Sept 15:00-16:30 | Paper Session 13 | Room 249**

**The Role of Motivation and Autonomy in School Learning and Adaptation**

**Chair** *Anne Marie Fontaine, University of Porto, Portugal*

**Self-concordance, school engagement and burnout in educational transition in adolescence**

*Kati Vasalampi, Jari-Erik Nurmi & Katariina Salmela-Aro*  
University of Jyväskylä, Finland

**Changes in pupils' competencies for lifelong learning: The impact of autonomy in the classroom**

*Marko Lueftenegger<sup>1</sup>, Barbara Schober<sup>1</sup>, Monika Finsterwald<sup>1</sup>, Petra Wagner<sup>2</sup> & Christiane Spiel<sup>1</sup>*  
<sup>1</sup>University of Vienna, Austria, <sup>2</sup>University of Applied Sciences Linz, Austria

**The role of motivation in successful post-school outcomes for low-achieving youth**

*Kylie Hillman & Sue Thomson*  
Australian Council for Educational Research

**Identity construction pathways of emerging adults through the Self-Determination approach**

*Graciete Franco-Borges & Margarida Amaral*  
University of Coimbra, Portugal

**Friday 03 Sept 15:00-16:30 | Paper Session 14 | Auditorium 2C**

**The Interactive Relationships Between Self-Concept, Academic Motivation, and Academic Performance**

**Chair** *Francisco Peixoto, ISPA, Portugal*

**Students' motivation for schoolwork and help seeking behavior: Relations with age, academic self-concept, and students' relations with the teachers.**

*Einar M. Skaalvik & Sidsel Skaalvik*  
Norwegian University of Science and Technology

**Verbal self-concept and academic performance: Gender differences in its causal relation**

*Cristina Antunes<sup>1</sup> & Anne Marie Fontaine<sup>2</sup>*  
<sup>1</sup>University of Trás-os-Montes-e-Alto-Douro, Portugal, <sup>2</sup>University of Porto, Portugal

**The developmental dynamics between task motivation, self-concept of ability, and academic performance**

*Jaana Viljaranta, Asko Tolvanen, Kaisa Aunola & Jari-Erik Nurmi  
University of Jyväskylä, Finland*

**A latent growth curve approach on the development of elementary school student's mathematical self-concept: Effects of gender and achievement level by school enrollment**

*Claudia Pereira Kastens & Frank Lipowsky  
University of Kassel, Germany*

**Friday 03 Sept 15:00-16:30 | Paper Session 15 | Room 252**

**The Role of Social and Relational Motives on Learning and Achievement**

**Chair** *Marina S. Lemos, University of Porto, Portugal*

**The role of students' self-perception in learning: Associations between motivation, approaches to learning, academic performance and student social identification**

*Ana-Maria Bliuc & Robert A. Ellis  
University of Sydney, Australia*

**Types of students motivated for leisure versus school: A person centered longitudinal study in the lowest level of secondary education in the Netherlands**

*Ineke van der Veen & Thea Peetsma  
University of Amsterdam, The Netherlands*

**Conceptualizing social presence as a motivational component in e-learning: A case study in blended teacher education**

*Ana Remesal, Rosa Colomina & Marc Clarà  
University of Barcelona, Spain*

**Uncertainty management and goal implementation in the transition to adulthood**

*José Egidio Oliveira & Anne Marie Fontaine  
University of Porto, Portugal*

**Friday 03 Sept 15:00-16:30 | Paper Session 16 | Room 254**

**Motivation and Self-Regulated Learning**

**Chair** *Pietro Boscolo, University of Padova, Italy*

**Motivation, learning strategies and regulation in Latin-American context**

*Dora Herrera<sup>1</sup>, Willy Lens<sup>2</sup> & Andrés Castillo<sup>3</sup>  
<sup>1</sup>Pontificia Universidad Católica, Peru, <sup>2</sup>University of Leuven, Belgium, <sup>3</sup>Universidad de Costa Rica*

**Elementary school students' regulation and cognitive strategy use in challenging learning situations**

*Jonna Malmberg, Hanna Järvenoja & Sanna Järvelä  
University of Oulu, Finland*

**Investigating the role of motivational regulation in self-regulated learning of Chinese college students**

*Jiangkui Zhao  
China University of Geological Sciences*

**Self-regulation of motivation: Evaluation of a strategy knowledge test on motivation regulation**

16:30-17:00      **Coffee Break**

**Friday 03 Sept 17:00-18h30 | Symposium F | Auditorium 2A**

**Contributions of Monique Boekaerts, Willy Lens and Peter Nenniger to the field of motivation and emotion: State of the art and reflections on the past, the present and the future**

Organizers                      *Alexander Minnaert & Jenefer Husman (SIG Motivation and Emotion coordinators)*

Chair                              *Alexander Minnaert*

Discussants                      *Reinhard Pekrun, Jenefer Husman, Marold Wosnitza*

19:30-20:30      **ICM Sunset River Cruise**

20:30                      **ICM Dinner**



# Saturday, September 04

8:30

Secretariat/Registration

## Saturday 04 Sept 9:00-10:30 | Paper Session 17 | Room 249

### **Motivation in Clinical, Health, and Sport Contexts**

**Chair** *Francisco Peixoto, ISPA, Portugal*

#### **Sport and academic motivation: A comparison of male and female student athletes in high and low profile sports**

*Barbara A. Greene, Connie Dillon & Raymond B. Miller  
University of Oklahoma, USA*

#### **Motivation for therapy as a promoter for change in the psychotherapeutic process**

*Marina S. Lemos<sup>1</sup>, Luísa Soares<sup>2</sup>, Filipa Oliveira<sup>2</sup>, CarlaVale Lucas<sup>2</sup> & Liliana Roque<sup>2</sup>  
<sup>1</sup>University of Porto, Portugal, <sup>2</sup>University of Madeira, Portugal*

#### **Applying the Cognitive-Affective Processing System (CAPS) model to understand psychological skills associated with sport success: A study with Portuguese young elite athletes**

*Luís Meireles<sup>1</sup>, José Fernando A. Cruz<sup>2</sup> & Marina S. Lemos<sup>1</sup>  
<sup>1</sup>University of Porto, Portugal, <sup>2</sup>University of Minho, Portugal*

## Saturday 04 Sept 9:00-10:30 | Paper Session 18| Auditorium 2B

### **Contextual and Individual Factors Influencing Self-Regulation**

**Chair** *Thea Peetsma, University of Amsterdam, The Netherlands*

#### **Stimulation critical thinking skills and propensity components**

*Sanz de Acedo Lizarraga, M. L. <sup>1</sup>, Sanz de Acedo Baquedano, M. T. <sup>1</sup> & Cardelle-Elawar, M. <sup>2</sup>  
<sup>1</sup>University of Navarra, Spain, <sup>2</sup>Arizona State University, USA*

#### **Shared regulation in an activity oriented learning setting**

*Angelika Meier  
University of Teacher Education, Switzerland*

#### **Self-regulation: Goals are important but what about all those reasons not to study?**

*Luke Fryer, Richard Walker, Paul Ginns & Ray Debus  
University of Sydney, Australia*

#### **Goal orientation and the cognitive-motivational process model: Testing an integrated approach with a common problem-solving task.**

*Gerhard Bachmann, Barbara Otto & Regina Vollmeyer  
JW Goethe-University, Germany*

## Saturday 04 Sept 9:00-10:30 | Paper Session 19 | Auditorium 2C

### **Influences of Motivation on Achievement**

**Chair** *Sarah K. Brem, Arizona State university, USA*

#### **Self-efficacy, temporal distance, motivation-related factors, and performance**

Gunnar Bjørnebekk<sup>1</sup> & Torgrim Gjesme<sup>2</sup>

<sup>1</sup>The Norwegian Centre for Child Behavioral Development, <sup>2</sup>University of Oslo, Norway

### **Democracy and student motivation across Nations**

Karin Täht<sup>1</sup>, Olev Must<sup>1</sup> & Rainer Kattel<sup>2</sup>

<sup>1</sup>University of Tartu, Estonia, <sup>2</sup>Tallinn University of Technology, Estonia

### **Personal conceptions of competence and academic achievement: Testing the predictive power of motivational beliefs using structural equation modeling**

Luísa Faria & Silvia Pina Neves

University of Porto, Portugal

### **The predictive power of motivation on achievement beyond intelligence and prior knowledge**

Olaf Köller, Leibniz-Institute for Science and Mathematics Education, Germany

**Saturday 04 Sept 9:00-10:30 | Paper Session 20 | Room 252**

### **Self-Concept: Its Construction, Structure and Relation to School Motivation**

**Chair** Cristina Antunes, University of Trás-os-Montes-e-Alto-Douro, Portugal

### **Self-aspect importance: A moderator of the self-complexity buffering effect**

Christelle Devos & Léopold Paquay

Université Catholique de Louvain, Belgium

### **Moderating effects of achievement measures on the relationship between academic self-concept and academic achievement**

Beáta Szenczi & Krisztián Józsa

University of Szeged, Hungary

### **Identity exploration and identity commitment motivation: On the narrative construction of self-theories**

Paulo Jesus & Marta Pereira

Universidade Lusófona do Porto, Portugal

### **Motivational orientation profiles and their relationships with self-concept, self-esteem and academic achievement**

Francisco Peixoto, Maria de Lourdes Mata & Vera Monteiro

ISPA, Portugal

**Saturday 04 Sept 9:00-10:30 | Paper Session 21 | Room 254**

### **Family and Parenting Influences on Students' Motivation**

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

### **Our child is good at maths! Parents' competence beliefs for their children: A wrongfully neglected dimension regarding children's school success?**

Alex Buff<sup>1</sup>, Kurt Reusser<sup>2</sup>, Iris Dinkelmann<sup>1</sup> & Erich Steiner<sup>2</sup>

<sup>1</sup>Zurich University of Teacher Education, Switzerland, <sup>2</sup>University of Zurich, Switzerland

### **Social networks support and academic motivation**

Mary Louise Claux

Pontificia Universidad Católica, Peru

## **The parent-child construction of motivational dispositions towards academic tasks**

*Deborah Pino Pasternak & David Whitebread*

*University of Cambridge, United Kingdom*

**Saturday 04 Sept 10:30-11:30 | Coffee & Posters 5 | First Floor - Hall in front of Auditorium A**

### **Motivational Beliefs, Self-Regulation, and Achievement**

#### **Students' individual and collective efficacy: Joining together two sets of beliefs for understanding academic achievement**

*Sílvia Pina Neves, Joana Stocker & Luísa Faria*

*University of Porto, Portugal*

#### **Self-concept, self-regulation and school success in 11<sup>th</sup> graders**

*Ángela Sá Azevedo, Paulo Dias & Sandra Xardo*

*Catholic University of Portugal*

#### **The academic failure in context of self-regulated learning: the relationship between motivational beliefs, coping strategies and causal attributions**

*Izabela Sorić, Zvezdan Penezić & Irena Nekić*

*University of Zadar, Croatia*

#### **Gender differences in competence beliefs and value for mathematics and science and the effect on achievement in TIMSS**

*Nicole Wernert & Sarah Buckley*

*Australian Council for Educational Research*

#### **The trajectories of intrinsic and extrinsic motivation along primary school: Differences depending on academic achievement**

*Lurdes Veríssimo, Maria S. Lemos, João Lopes & Luís Paulo Rodrigues*

*University of Porto, Portugal*

#### **The Evolution and Role of School Engagement along Basic School**

*Isabel Roque, Marina S. Lemos & Teresa Gonçalves*

*University of Porto, Portugal*

**Saturday 04 Sept 10:30-11:30 | Coffee & Posters 6 | First Floor - Corridor**

### **Motivation in Specific Learning Environments**

#### **Enhancing academic self-efficacy through early mathematic education**

*Isabel Abreu-Lima & Cátia Sofia Castro*

*University of Porto, Portugal*

#### **Motivating mature participation: A sociocultural analysis of scaffolding the social practices of a collaborative community of practice**

*Veronica Morcom, Murdoch University, Australia*

#### **Motivation and achievement of St. Lucian youth: The roles of future orientation, expectancy valuing, and perceptions of societal structures**

*Ian A. Lubin<sup>1</sup> & Barbara A. Greene<sup>2</sup>*

*<sup>1</sup>Georgia Southern University, USA, <sup>2</sup>University of Oklahoma, USA*

**Early literacy motivation**

Lourdes Mata, Francisco Peixoto & Vera Monteiro  
ISPA, Portugal

**Higher education students' situational emotional experiences during collaborative on-line group work**

Hanna Järvenoja<sup>1</sup>, Sanna Järvelä<sup>1</sup>, Jonna Malmberg & Allyson Hadwin<sup>2</sup>  
<sup>1</sup>University of Oulu, Finland, <sup>2</sup>University of Victoria, Canada

**Reading motivation of students with and without learning disabilities**

Rita Kelemen, Krisztián Józsa & Beáta Szenczi  
University of Szeged, Hungary

**Teacher practices that promote young children's motivation for learning science and close the gender gap**

Helen Patrick, Panayota Mantzicopoulos & Ala Samarapungavan  
Purdue University, USA

**Reading motivation, attitudes toward reading and text comprehension among preadolescents: A follow up study**

Barbara Rončević Zubković & Svjetlana Kolić-Vehovec  
University of Rijeka, Croatia

**Flow experience during school singing lessons: A comparative study of Kodály and Waldorf schools**

Márta Janurik & Beáta Szenczi  
University of Szeged, Hungary

**Dispositional and situational antecedents of interest experience of university students during a year-long group project**

Jean-Baptiste Dayez, Mariane Frenay & Léopold Paquay  
Université Catholique de Louvain, Belgium

**Saturday 04 Sept 11:30-12:30 | Keynote III | Auditorium 2A**

**The Hierarchical Model of Achievement Motivation: Conceptualization and Applied Issues**

Professor **Andrew Elliot**, University of Rochester, USA

12:30-13:30      **Lunch**

**Saturday 04 Sept 13:30-15:00 | Symposium G | Auditorium 2B**

**Physiological, Affective and Behavioral Correlates of Implicit Motives**

Chairs                      *Andreas G. Rösch, University of Erlangen-Nürnberg, Germany*  
                                 *Maika Rawolle, Technische Universität München, Germany*  
Discussant                *Oliver C. Schultheiss, University of Erlangen-Nürnberg*

**The motivating power of visions: Psychophysiological evidence**

Maika Rawolle<sup>1</sup>, Alexandra Mader<sup>1</sup>, Hugo M. Kehr<sup>1</sup> & Oliver C. Schultheiss<sup>2</sup>  
<sup>1</sup>Technical University of Munich, Germany, <sup>2</sup>Friedrich-Alexander-University, Germany

**Progress in the pursuit of motive-congruent personal goals, emotional well-being, and lateralization of executive attention**

*Mariya Patalakh, Andreas G. Rösch & Oliver C. Schultheiss  
Friedrich-Alexander-University, Germany*

**Facial muscle activity and the achievement motive**

*Annette Kordik & Oliver Schultheiss  
Friedrich-Alexander University, Germany*

**The influence of implicit motives on the expression and perception of facial expressions of emotion**

*Andreas G. Rösch & Oliver C. Schultheiss  
Friedrich-Alexander-University, Germany*

**Saturday 04 Sept 13:30-15:00 | Symposium H | Auditorium 2C**

**Students' Emotions and Academic Engagement**

Chairs *Lisa Linnenbrink-Garcia, Duke University, USA  
Reinhard Pekrun, University of Munich, Germany*

Discussant *Monique Boekaerts, Leiden University, The Netherlands*

**The relation of affect to behavioral, cognitive, and social engagement: A focus on student engagement during small group instruction**

*Lisa Linnenbrink-Garcia, Duke University, USA  
Toni Kempler Rogat, Rutgers, The State University of New Jersey, USA  
Kristin L. K. Koskey, University of Akron, USA*

**Measuring emotions in students' engagement and learning:**

**The achievement emotions questionnaire (AEQ)**

*Reinhard Pekrun<sup>1</sup>, Thomas Goetz<sup>2</sup>, Anne C. Frenzel<sup>1</sup> & Raymond P. Perry<sup>3</sup>  
<sup>1</sup>University of Munich, Germany, <sup>2</sup>University of Konstanz, Germany, <sup>3</sup>University of Manitoba, Canada*

**Enjoyment and students' continuing interest in learning about science**

*Mary Ainley, University of Melbourne, Australia  
John Ainley, Australian Council for Educational Research*

**Students' coping with boredom at school: An experience sampling perspective**

*Ulrike E. Nett<sup>1</sup>, Thomas Götz<sup>1</sup>, Nathan C. Hall<sup>2</sup> & Birgit Wimmer<sup>1</sup>  
<sup>1</sup>University of Konstanz, Germany, and Thurgau University  
<sup>2</sup>University of Maryland, College Park, USA*

**Emotional intelligence and coping affect academic success**

*Moshe Zeidner, University of Haifa, Israel  
Gerard Fogarty, University of Southern Queensland, Australia  
Carolyn MacCann, University of Sydney, Australia  
Richard D. Roberts, Educational Testing Service, USA*

**Saturday 04 Sept 15:00-15:30 | SIG Meeting | Auditorium 2A**

**Chairs** The SIG Coordinators Alexander Minnaert and Jenefer Husman

**Saturday 04 Sept 15:30 | Closing Session & Farewell | Auditorium 2A**