Thursday, September 02

8:30 Secretariat/Registration

9:00-9:30 Welcome Session

Marina S. Lemos & Teresa Gonçalves
The Chairs of 12th 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 Tapola¹, Marjaana Veermans ² & Markku Niemivirta³
¹ University of Helsinki, Finland ;² University of Turku, Finland

From random drifting to driving personal interest - What promotes motivation in the Ph.D. process?
J. Stubb, K. Pyhältö & 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 Gegenfurtner¹, Marja Vauras¹, Hans Gruber², Erno Lehtinen¹, & Dagmar Festner³ 
¹University of Turku, Finland, ²University of Regensburg, Germany, ³f-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
Age 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
Thursday 02 Sept 11:00-12:30 | Paper Session 4 | Room 254

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

Thursday 02 Sept 11:00-12:30 | Paper Session 5 | Auditorium 2C

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 Patrzek¹, Carola Grunschel¹, Stefan Fries¹ & Cüneyt Sandal²,
¹Bielefeld University, Germany, ²Karlsruhe Institute of Technology, Germany

The impact of sampling on reports of reasons and consequences of academic procrastination: A qualitative interview study
Carola Grunschel¹, Justine Patrzek¹, Stefan Fries¹ & Cüneyt Sandal²
¹Bielefeld University, Germany, ²Karlsruhe 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
Éfrat 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. Hulleman¹, Judith M. Harackiewicz² & Kenn E. Barron¹  
¹James Madison University, USA, ²University of Wisconsin-Madison, USA

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

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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
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 Vezeau1, Thérèse Bouffard2 & Priscilla Richard2
1College of Joliette, 2University of Quebec at Montreal, Canada

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 Soares1, Marina S. Lemos2, Filipa Oliveira1, Carla Vale Lucas1 & Liliana Roque1
1University of Madeira, Portugal, 2University 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 Leondari1 & Eleftheria N. Gonida2
1University of Thessaloniki, Greece, 2Aristotle 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 Coelho¹, Rui Manuel Neto e Matos¹ & Sixto Cubo Delgado²
¹Instituto Politécnico de Leiria, Portugal, ²University 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 Lauermann¹, Stuart A. Karabenick¹ & Marold Wosnitza²
¹University of Michigan, USA, ²RWTH 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 Rogat1 & Lisa Linnenbrink-Garcia2
1Rutgers, the State University of New Jersey, USA
2Duke University, USA

Exploring socially-shared regulation in the context of collaboration – a change from self to shared regulation
Sanna Järvelä1, Allyson Hadwin2 & Hanna Järvenoja1
1University of Oulu, Finland, 2University of Victoria, Canada

Towards an understanding of motivational coregulation in learning groups
Thomas Martens1 & Ana Remesal2
1German Institute for International Educational Research, 2University 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 Zusho1, Peggy A. Barnett1, Kelcey Edwards1, Karen Clayton1, Jared Anthony1, Kristin Tortorici1 & Michael Edwards, Parsons2
1Fordham University, Graduate School of Education, USA, 2The 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 Buckley¹, Mary Ainley² & Pip Pattison²
¹Australian Council for Educational Research, ²University of Melbourne, Australia

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. Meneses¹, Marina S. Lemos¹ & Luis P. Rodrigues²
¹University of Porto, Portugal, ²Polytechnic Institute of Viana do Castelo, Portugal

Students’ multiple goals profiles and their differential relations with academic performance
Teresa Gonçalves¹ & Marina S. Lemos²
¹Polytechnic Institute of Viana do Castelo, Portugal, ²University 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
Zvjezdan Penezić¹, Marijana Košutić² & Jelena Omla, Izabela Sorić²
¹University of Zadar, Croatia
²Elementary School Viktora Kovačića. Hum na Sutli, Croatia

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

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 Järvelä1, Kristiina Kumpulainen1, Hanna Järvenoja1, Elina Määttä1, Eeva-Liisa Kronqvist1, Pirkko Hyvönen1, Lasse Lipponen2 & Jaakko Hilppö2
1University of Oulu, Finland, 2University of Helsinki, Finland

Growth trajectories of task-value and self-efficacy across an academic semester
Marcus Lee Johnson1, Krista Muis2 & Ordene V. Edwards1
1University of Nevada Las Vegas, USA, 2McGill University, USA

Construct validity of the Greek version of the revised Action Control Scale (ACS-90)
Georgia Papantoniou1, Despina Moraitou2, Magda Dinou1 & Effie Katsadima1
1University of Ioannina, Greece, 2Aristotle 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 Almeida1 & José Luis Pais Ribeiro2
1Escola Superior de Enfermagem do Porto, Portugal, 2University 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 Gurtner¹, Anya Hitz¹, Elisa Motta² & Alberto Cattaneo²
¹University of Fribourg, Switzerland, ²Swiss 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 Magner¹, Rolf Schwonke¹, Alexander Renkl¹, Vincent A.W.M.M. Aleven² & Octav Popescu²
¹University of Freiburg, Germany, ²Carnegie 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 Murayama¹ & Andrew J. Elliot²
¹University of Munich, Germany, ²University 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 Pulfrey¹, Céline Buchs², Fabrizio Butera¹
¹University of Lausanne, Switzerland, ²University of Gênève, 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, Cognition, and Affect
Chair  Markku Niemivirta, University of Helsinki, Finland

The regulation of academic emotions
Piyawan Punmongkol¹, Richard Walker² & Paul Ginns ²
¹Chulalongkorn University, Thailand, ²University 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 Beltman¹, Caroline Mansfield², Marold Wosnitza³, Andrew McConney², Lina Pellicione¹, & Anne Price²
¹Curtin University of Technology, Australia ²Murdoch University, Australia, ³ 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 Narciss¹, Stefan Berger¹, Anja Eichelmann¹ & Erica Melis²
¹Technische Universität Dresden, Germany, ²German 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 Zerpa¹, Krystal Hachey², Christina van Barneveld¹ & Marielle Simon²
¹Lakehead University, Canada, ²University 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 Berger¹ & Stuart A. Karabenick²
¹Swiss Federal Institute for Vocational Education, ²University of Michigan, USA

The Dynamic interplay between students’ achievement goals, self-efficacy, and academic performance: A longitudinal study
Christian Brandmo¹ & Gunnar Bjørnebekk²
¹University of Oslo, Norway, ²The 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. Gonida¹, Anastasia Efklides¹, Yiota Metallidou¹, Ioulia Ntousi¹, Fotini Dina¹, Marja Vaaras² & Niina Junttila²
¹Aristotle University of Thessaloniki, Greece, ²University 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 Lueftenegger¹, Barbara Schober¹, Monika Finsterwald¹, Petra Wagner² & Christiane Spiel¹
¹University of Vienna, Austria, ²University 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 & Sidse Skaalvik
Norwegian University of Science and Technology

Verbal self-concept and academic performance: Gender differences in its causal relation
Cristina Antunes¹ & Anne Marie Fontaine²
¹University of Trás-os-Montes-e-Alto-Douro, Portugal, ²University 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 Bluc & 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 Herrera¹, Willy Lens² & Andrés Castillo³
¹Pontificia Universidad Católica, Peru, ²University of Leuven, Belgium, ³Universidad 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. Lemos¹, Luisa Soares², Filipa Oliveira², CarlaVale Lucas² & Liliana Roque²
¹University of Porto, Portugal, ²University 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 Meireles¹, José Fernando A. Cruz² & Marina S. Lemos³
¹University of Porto, Portugal, ²University 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. ¹, Sanz de Acedo Baquedano, M. T. ¹ & Cardelle-Elawar, M. ²
¹University of Navarra, Spain, ²Arizona 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?
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 Bjørnebekk¹ & Torgrim Gjesme ²
¹The Norwegian Centre for Child Behavioral Development, ²University of Oslo, Norway

Democracy and student motivation across Nations
Karin Täht¹, Olev Must¹ & Rainer Kattel ²
¹University of Tartu, Estonia, ²Tallinn University of Technology, Estonia

Personal conceptions of competence and academic achievement: Testing the predictive power of motivational beliefs using structural equation modeling
Luísa Faria & Sílvia 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

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

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 Buff¹, Kurt Reusser², Iris Dinkelmann¹ & Erich Steiner²
¹Zurich University of Teacher Education, Switzerland, ² 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 & Luisa Faria
University of Porto, Portugal

Self-concept, self-regulation and school success in 11th graders
Angela 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, Zvjezdan 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. Lubin1 & Barbara A. Greene2
1Georgia Southern University, USA, 2University 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 Järvenoja¹, Sanna Järvelä¹, Jonna Malmberg & Allyson Hadwin²
¹University of Oulu, Finland, ²University of Victoria, Canada

Reading motivation of students with and without learning disabilities
Rita Kelemen, Krisztián Józsa & Beáta Szenczi
University of Szeged, Hungary

Reading motivation, attitudes toward reading and text comprehension among preadolescents: A follow up study
Barbara Rončević Zubković & Svjetlana Kolić-Vehovec
University of Rijeka, Croatia

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

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
Maïka Rawolle, Technische Universität München, Germany
Discussant Oliver C. Schultheiss, University of Erlagen-Nurnberg

The motivating power of visions: Psychophysiological evidence
Maïka Rawolle¹, Alexandra Mader¹, Hugo M. Kehr¹ & Oliver C. Schultheiss²
¹Technical University of Munich, Germany, ²Friedrich-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 Pekrun¹, Thomas Goetz², Anne C. Frenzel¹ & Raymond P. Perry³
¹University of Munich, Germany, ²University of Konstanz, Germany, ³University 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. Nett¹, Thomas Götz¹, Nathan C. Hall² & Birgit Wimmer¹
¹University of Konstanz, Germany, and Thurgau University
²University 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