

## Symposia Sessions 1 - 6

<p><b>Symp 1</b></p>	<p><b>From Lab to Classroom: Electrodermal Activity in Multimodal Research on Emotion</b>            Organiser: Anja Henke            Chair: Anja Henke            Discussant:</p>	<p>22 June            11:30 - 13:00  <b>Room: 113</b></p>
<p><b><i>Disengaged by Mathematics? Exploring Pre-service Elementary-School Teachers' Reactions to Math</i></b>            Franziska Eckerskorn, Anne Frenzel, Miriam Wünsch, Reinhard Pekrun, Léon Brings, Michael Kleine</p> <hr/> <p><b><i>Opportunities for Immediate and Near-future Educational Applications of Electrodermal Activation</i></b>            Jason Harley</p> <hr/> <p><b><i>Think alike, feel alike? Emotional synchrony and regulation in collaborative learning</i></b>            Tiina Törmänen, Niklas Heikkala, Hanna Järvenoja</p> <hr/> <p><b><i>A Multimodal Perspective on Situated Emotions and Affective Arousal in Technology-Enhanced Learning</i></b>            Anja Henke, Jason Harley, Negar Matin, Johann Chevalère, Verena V. Hafner, Niels Pinkwart, Rebecca Lazarides</p>		
<p><b>Symp 2</b></p>	<p><b>Advances in Achievement Goal Complex Research: Where Are We at and Where do We Go from Here?</b>            Organiser: Gregory Arief D Liem, Corwin Senko            Chair: Gregory Arief D Liem, Corwin Senko            Discussant: Marko Lüftenegger</p>	<p>22 June            11:30 - 13:00  <b>Room: 305</b></p>
<p><b><i>Game-to-Game Dynamics: Reasons behind Mastery-Approach Goals and Appraisals in Soccer Performance</i></b>            Sofie Morbée, Jochen Delrue, Maarten Vansteenkiste, Leen Haerens, Athanasios Mouratidis</p> <hr/> <p><b><i>Why Students Outperform Others: A Person-Centered Analysis of Performance-Approach Goal Reasons</i></b>            Gregory Arief D Liem, Melvin Chan, Corwin Senko, Thanita Lerdpornkulrat, Chanut Poondej</p> <hr/> <p><b><i>A Qualitative Exploration of “Needing to” versus “Wanting to” Reasons in Mastery Goal Complexes</i></b>            Martin Daumiller, Ruth Butler, Markus Dresel</p> <hr/> <p><b><i>Do the Number of Reasons for Pursuing an Achievement Goal Matter? A Goal Complex Systems Model</i></b>            Corwin Senko, Lucia Speranza</p>		

<p><b>Symp 3</b></p>	<p><b>Teacher messages – effects of teachers’ motivational messages on student outcomes</b>            Organiser: Rebecca Lazarides            Chair: David Putwain            Discussant: Tina Hascher</p>	<p>22 June            11:30 - 13:00  <b>Room: 301            (Aud. 1)</b></p>
<p><b><i>What You Say Matters More: Engaging Messages Versus Relatedness in Predicting Outcomes</i></b>            Elisa Santana Monagas, Fernando Núñez-Regueiro, Juan L. Núñez</p> <hr/> <p><b><i>Instruction Under Pressure: Environmental Demands, Educator Stress, and Motivational Messaging</i></b>            Nathaniel von der Embse, Alexander Goyette</p> <hr/> <p><b><i>Teacher’s use of value messages in mathematics lessons</i></b>            Insa Reichow, Olivia Metzner, Rebecca Lazarides</p> <hr/> <p><b><i>Not For Them? Science Teachers Use Fewer Value Messages with Students of Lower Socioeconomic status</i></b>            Wendy Symes, David Putwain, Andrea Mallaburn</p>		
<p><b>Symp 4</b></p>	<p><b>Studying Autonomy Support in Education: Experimental, Longitudinal, and AI-Based Approaches</b>            Organiser: Olivia Metzner            Chair: Olivia Metzner            Discussant: Thomas K.F. Chiu</p>	<p>22 June            11:30 - 13:00  <b>Room: 307</b></p>
<p><b><i>Meaningful choice supports curiosity and autonomy during science learning</i></b>            Natalie Hutchins, Helena Goldbaum, Ellie Hanson, Jamie Jirout</p> <hr/> <p><b><i>Autonomy-Supportive Teaching Promotes Student Agency and Autonomy</i></b>            Johnmarshall Reeve, Sung Hyeon Cheon</p> <hr/> <p><b><i>Leveraging Large Language Models to Analyze Teachers’ Autonomy-Supportive Messages in the Classroom</i></b>            Olivia Metzner, Insa Reichow, Rebecca Lazarides</p> <hr/> <p><b><i>Does the Autonomy-Supportive Teaching Really Matter? Moderation Effects on the Bullying Cycle</i></b>            Hye-Ryen Jang, Johnmarshall Reeve, Sung Hyeon Cheon, Hyun Jun Shin</p>		

<p><b>Symp 5</b></p>	<p><b>Affective and Motivational Dynamics of Self-Regulated Learning in Authentic Educational Settings</b></p> <p>Organiser: Jakob Schwerter, Luise von Keyserlingk Chair: Jakob Schwerter, Luise von Keyserlingk Discussant: Adar Ben-Eliyahu</p>	<p>22 June 11:30 - 13:00 <b>Room: 202</b></p>
	<p><b><i>Studying in the Wild: Affective Dynamics of Self-Regulated Learning and Break-Taking</i></b></p> <p>Niklas Wenzel, Felicitas Biwer, Wisnu Wiradhany, Anique de Bruin</p>	
	<p><b><i>The Interplay of Motivation, Digital Learning Behaviors, and Academic Achievement</i></b></p> <p>Fanyi Zeng, Jakob Schwerter, Jutta Heckhausen, Jeff Greene, Matthew Bernacki, Luise von Keyserlingk</p>	
	<p><b><i>Motivation into Action: Examination of Motivation, Goals, Practice, and Achievement</i></b></p> <p>Jakob Schwerter, Hannah Deininger, Luise von Keyserlingk, Garvin Brod, Fani Lauermann, Matthew Bernacki</p>	
<p><b>Symp 6</b></p>	<p><b>Emotion Regulation and Emotional Labor in (Pre-Service) Teachers: Context matters</b></p> <p>Organiser: Gerda Hagenauer, Lara Fuchs Chair: Gerda Hagenauer, Lara Fuchs Discussant: Irena Burić</p>	<p>22 June 11:30 - 13:00 <b>Room: 311</b></p>
	<p><b><i>Teachers' Emotions as Drivers of Burnout: Discrete Emotions and Emotional Labor</i></b></p> <p>Emily Pohl, Lia Daniels, Ulrike Nett, Anne C. Frenzel</p>	
	<p><b><i>Teachers' Emotional Labor in Culturally Diverse Classrooms</i></b></p> <p>Lara Fuchs, Gerda Hagenauer, Andreas Gegenfurtner</p>	
	<p><b><i>Emotion Regulation, Stress Perception, and Study Satisfaction in Pre-Service Teachers</i></b></p> <p>Frances Hoferichter, Konstanze Schoeps, Diana Raufelder</p>	