

## Paper Sessions 10 - 18

<b>Paper Session 10</b>	<b>Teacher Professional Resources and Motivation</b> Chair: José Castro Silva	23 June 9:00 – 10:30 <b>Room: 113</b>
<hr/> <p><b><i>Job demand-resource profiles of Swiss teachers</i></b>            Minh Quy Dang Nguyen, Viola Saerkuluoto, Manuela Haldimann, Tina Hascher</p> <hr/> <p><b><i>Burnout and Engagement as Turnover Pathways in School Principals</i></b>            Petra Đurić, Iva Miličević, Irena Burić</p> <hr/> <p><b><i>Role Identity, Motivation, and Burnout: A Comparison of Greek and American Teachers</i></b>            Macey Pizitz, Emeline Siberell, Tim Urdan, Georgia Stavropoulou, Eleftheria Gonida</p> <hr/> <p><b><i>Teachers' commitment and satisfaction: On the importance of self-regulation and self-efficacy</i></b>            Christine Wolfgramm, Simone Berweger, Christine Bieri Buschor, Zippora Bühner, Andrea Keck Frei</p>		
<b>Paper Session 11</b>	<b>Emotional Experiences in Mathematics Learning</b> Chair: Jenefer Husman	23 June 9:00 – 10:30 <b>Room: 305</b>
<hr/> <p><b><i>The development of math anxiety from fourth to fifth grade as a function of control-value profiles</i></b>            Anna Tapola, Riikka Mononen, Pinja Tähti, Hans Lehtikainen, Johan Korhonen</p> <hr/> <p><b><i>Students' Motivational Profiles in Grade 10: Associations with Emotional Experiences in Math</i></b>            Justina Davolyte, Dovile Butkiene, Lauryna Rakickiene, Saule Raiziene</p> <hr/> <p><b><i>Investigating boredom trajectories: the risks of being over- or under-challenged in math classrooms</i></b>            Jelena Radišić, Barbara Blažanin, Francisco Peixoto, Ksenija Krstic, Aleksander Baucal, Katarina Mičić, Anu Laine</p> <hr/> <p><b><i>Anxious about what? Maths anxiety in the absence of high stakes exams</i></b>            Richard Remedios</p>		
<b>Paper Session 12</b>	<b>Achievement Goals, Social Comparison, and Self-Concept</b> Chair: Martin Daumiller	23 June 9:00 – 10:30 <b>Room: 306</b>
<hr/> <p><b><i>Achievement goal orientation profiles, self-efficacy and error-related beliefs</i></b>            Antti Pulkka</p> <hr/> <p><b><i>Context Matters, But for Whom? Social Comparison and the Big-Fish-Little-Pond Effect</i></b>            Fernando Nunez-Regueiro, Pascal Bressoux, Pascal Pansu</p> <hr/> <p><b><i>Finding the right partner – effects of specific upward comparisons on academic self-concept</i></b>            Eric Nising, Julia Gorges</p> <hr/> <p><b><i>Dimensional Comparisons in the Classroom: How Teachers Might Reinforce Domain Specialization</i></b>            Daria Katharina Benden, Fani Lauermann, Allan Wigfield, Jacquelynne Eccles</p>		

<b>Paper Session 13</b>	<b>Well-Being, Distress, and Mental Health in Education</b> Chair: Kati Vasalampi	23 June 9:00 – 10:30 <b>Room: 307</b>
<b><i>Relatedness and Mental Health in Young Adulthood: Need-Based Pathways via Personality Functioning</i></b>		
Isabel Rasteiro, Helena Carvalho, Paula Mena Matos, Raquel Barbosa		
<b><i>S-WELL-B: A Model of Student Well-Being Across Having, Loving, Doing, and Being</i></b> Frances Hoferichter		
<b><i>Motivation and Well-Being as Key Personal Strengths in Study Resources and Overcoming Demands</i></b>		
Satu Laitinen, Eero Laakkonen, Ari Kaukiainen, Tiina Tuominen		
<b><i>Affective Profiles of Multidimensional Well-being in Portuguese First-year University Students</i></b> Regina Alves, Teresa Freire, Leandro Almeida		
<b>Paper Session 14</b>	<b>Coping, Resilience, and Academic Stress</b> Chair: Anna Rawlings	23 June 9:00 – 10:30 <b>Room: Sala de Atos</b>
<b><i>University students' coping: Links to resilience, well-being, perceived demands, and COVID anxiety</i></b>		
Rong Xia, Heta Tuominen, Riikka Hirvonen, Anna Rawlings, Henriikka Juntunen, Jaana Viljaranta, Markku Niemivirta		
<b><i>Achievement emotions and health of first-generation students: Evidence from a longitudinal study</i></b>		
Sophie von der Mülbe, Kristina Stockinger		
<b><i>Comparing school-related stress of students with and without learning and/or behavioural problems</i></b>		
Saskia Becker, Moritz Börnert-Ringleb		
<b><i>Coping With Academic Stress: Perceived Control and Peer Resources in Adolescence</i></b> Mari Vaage Wang, Christian Brandmo, Gunnar Bjørnebekk, Rolf Vegar Olsen		
<b>Paper Session 15</b>	<b>Mathematics Motivation, Identity, and Basic Needs Support</b> Chair: Joachim Waterschoot	23 June 9:00 – 10:30 <b>Room: 301 (Aud. 1)</b>
<b><i>Engagement as a Bridge Between Motivation and Achievement in Mathematics</i></b> Janja Sušić, Antonija Vrdoljak, Daria Rován, Nina Pavlin-Bernardic		
<b><i>Role of Social Support and Mindset in Middle School Students' Mathematics Identity</i></b> Aslihan Akyildiz, Utku Caybas, William Van Luven, Lisa Linnenbrink-Garcia		
<b><i>Problem posing and self-efficacy in math: Do basic need experiences mediate intervention effects?</i></b>		
Janina Krawitz, Katrin Rakoczy, Lars Meyer-Jenßen		
<b><i>A serious game-based intervention to promote maths motivation: Effects and individual differences</i></b>		
Tanja Held, David Putwain, Tina Hascher		

<b>Paper Session 16</b>	<b>Motivational, Emotional, and Self-Regulatory Factors in Teacher Education</b> Chair: Kukka-Maaria Polso	23 June 9:00 – 10:30 <b>Room: 135</b>
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<b><i>The Relation between Pre-Service Teachers' Math Anxiety and Math Teaching Anxiety</i></b> Riikka Mononen, Hans Lehikoinen, Sirpa Sneck, Pinja Tähti		
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<b><i>Unseen Foundations: The Role of User Experience in Fostering Resilience in Pre-Service Teachers</i></b>		
Anna Pavlova, Melanie G. Nuoffer, Irene Guidon, Julia Mori, Natalia Molina Otero, Tina Hascher		
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<b><i>Profiles on Student Teachers' Digital Competence Beliefs and Its Relation to ICT Emotions</i></b>		
Charlott Rubach, Anne-Kathrin Hirsch		
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<b><i>Teacher Candidates' Feedback Literacy: Motivational, Cognitive, and Self-Regulatory Factors</i></b>		
Büşra Zeynep Arslan, Yesim Capa Aydin		
<b>Paper Session 17</b>	<b>Socio-Emotional School Climate and Safety</b> Chair: Juliane Schlesier	23 June 9:00 – 10:30 <b>Room: 311</b>
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<b><i>Socio-Emotional School Experiences Adaptation (SESEA) Model — A new theoretical framework</i></b>		
Diana Raufelder, Juliane Schlesier		
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<b><i>Emotion beliefs and adolescent mental health: A co-designed school-based intervention</i></b>		
Matthew P. Somerville, Susie Peter, Harriet Kabo, Anna Haworth, Anna Robertson, Bonamy Oliver		
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<b><i>Early Childhood Character Strengths: Development and Validation of the ECCSS Parent-Report Scale</i></b>		
Cheuk Ming Ho		
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<b><i>Fostering the Sense of Security and Comfort in Compulsory Education: A Pattern-Based Model</i></b>		
Matthias Huber, Christine Haupt		
<b>Paper Session 18</b>	<b>Teaching Quality, Teaching Styles, and Student Motivation</b> Chair: Aleksandra Huic	23 June 9:00 – 10:30 <b>Room: 202</b>
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<b><i>Great Teaching, Great Feeling? Teaching Quality and Its Impact on Students' Motivation and Emotions</i></b>		
Anne Kosubek, Rebecca Lazarides, Hanna Gaspard, Juliane Schlesier		
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<b><i>Instructional practices supporting emotions, value beliefs, and perceived motivational support</i></b>		
Anders Hofverberg, Mikael Winberg, Catarina Andersson		
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<b><i>The brighter and darker motivational path: Linking teaching styles and student motivational outcomes</i></b>		
Eta Krpanec		
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<b><i>How Accurately Can Teachers Diagnose Students' Needs for Autonomy Support?</i></b>		
Barbara Flunger, Lisette Hornstra		