

Symposia Sessions 13 - 18

<p>Symp 13</p>	<p>Alternative Certified Teachers' Entry: Emotions and Motivation from a Multilevel Perspective Organiser: Natalia Molina Otero Chair: Julia Mori Discussant: Helena Granziera</p>	<p>24 June 10:50 - 12:20 Room: 305</p>
<p><i>Alternative Certified Teachers' Emotions, Emotional Exhaustion & Intention to Quit During Induction</i> Natalia Molina Otero, Silja Rohr-Mentele, Sarah Forster-Heinzer, Doreen Flick-Holtsch, Tina Hascher</p> <hr/> <p><i>Alternative Certified Teachers' Emotions, Motivation & Intention to Quit: Self and External Reports</i> Matthias Huber, Christine Haupt</p> <hr/> <p><i>Alternative Certified Teachers' Motivations & Experiences in School-Based Science Teacher Education</i> Violeta Negrea</p> <hr/> <p><i>Career Entry of Alternately Certified Teachers as an Organizational Task: Principals' Perspectives</i> Nicole Zaruba, Raphaela Porsch</p>		
<p>Symp 14</p>	<p>Contemporary Research on Gender & STEM: From Childhood to Adolescence Across International Contexts Organiser: Helen Watt Chair: Helen Watt Discussant: Jacquelynne Eccles</p>	<p>24 June 10:50 - 12:20 Room: 311</p>
<p><i>Gendered motivational trajectories and dimensional comparison processes across elementary school</i> Anna Widlund, Heta Tuominen, Markku Niemivirta, Johan Korhonen</p> <hr/> <p><i>Addressing gendered math confidence in primary school: Interventions targeting math ability beliefs</i> Hyun Ji Lee, Mimi Bong</p> <hr/> <p><i>A systematic review on gendered adolescent development of expectancy-values in STEM-related fields</i> Rebecca Lazarides, Wendy Symes</p> <hr/> <p><i>Adolescents' mathematics intentions: How teacher support and academic buoyancy shape motivations</i> Erin Mackenzie, Kathryn Holmes, Helen Watt, Nathan Berger</p>		

<p>Symp 15</p>	<p>Achievement goal orientations: Patterns, antecedents, and outcomes across educational levels Organiser: Ita Puusepp Chair: Ita Puusepp Discussant: Martin Daumiller</p>	<p>24 June 10:50 - 12:20 Room: 113</p>
<p><i>Personal, classroom, and perceived teacher goals: Interrelationships over a transition</i> Anna Rawlings, Johan Korhonen, Heta Tuominen</p> <hr/> <p><i>Achievement goal orientations, motivational self-regulation and persistence: A person-oriented study</i> Eve Kikas, Ita Puusepp</p> <hr/> <p><i>Making the grade but feeling exhausted? Achievement goal orientations, perfectionism, and well-being</i> Heta Tuominen, Henriikka Juntunen, Anna Kuusi</p> <hr/> <p><i>Undergraduate mindset profiles: Associations with motivation, effort, achievement, and burnout</i> Ita Puusepp, Tieme Janssen, Meimei Liu, TuongVan Vu, Junlin Yu, Martijn Meeter, Nienke van Atteveldt</p>		
<p>Symp 16</p>	<p>Perceived and objective difficulty – how are they related to motivation and performance? Organiser: Luke Fryer Chair: Katariina Nuutila Discussant: Maria Tulis</p>	<p>24 June 10:50 - 12:20 Room: 307</p>
<p><i>Are task interest and task difficulty sources of self-efficacy?</i> Luke Fryer, Alex Shum</p> <hr/> <p><i>Predictions between students' anxiety, self-efficacy, and perceived difficulty during math tasks</i> Katariina Nuutila, Jari Metsämuuronen, Mikko-Jussi Laakso, Heta Tuominen, Anna Tapola, Katarina Alanko</p> <hr/> <p><i>Classroom quality and self-efficacy effects on mastery experiences for easy, medium, and hard tasks</i> Karin Street, Lars Malmberg, Ulrich Dettweiler, Gabriel Stylianides</p> <hr/> <p><i>Psychophysiological Responses to Changes in Perceived Task Difficulty</i> Miriam Wünsch, Franziska Eckerskorn, Lars Malmberg, Anne C. Frenzel, Reinhard Pekrun</p>		

<p>Symp 17</p>	<p>Reducing the Fragmentation of Motivational Constructs and Theories: A call to the field Organiser: Aline Alves-Wold, Thomas Martens Chair: Aline Alves-Wold Discussant: Jenefer Husman</p>	<p>24 June 10:50 - 12:20 Room: 301 (Aud. 1)</p>
<p><i>Overcoming fragmentation in motivation science: Why, when, and how should we integrate theories?</i> Reinhard Pekrun</p> <hr/> <p><i>Contextual Perspectives for Integrating Motivational Constructs</i> Thomas Martens</p> <hr/> <p><i>Construct validity: A database solution to open meta-science</i> Quint Oga-Baldwin, Luke Fryer, Alex Shum, Nicolas Emerson</p> <hr/> <p><i>Operationalizing Pekrun's call: The WARM-E platform</i> Aline Alves-Wold</p>		
<p>Symp 18</p>	<p>Motivational and Emotional Regulation in Education: Individual and Situational-Contextual Conditions Organiser: Kristina Stockinger, Markus Dresel Chair: Kristina Stockinger, Markus Dresel Discussant: Barbara Flunger</p>	<p>24 June 10:50 - 12:20 Room: 202</p>
<p><i>Students' Regulatory Strategies and Goals for Motivational and Emotional Problems—An Interview Study</i> Kristina Stockinger, Ulrike Nett, Markus Dresel</p> <hr/> <p><i>Refining the Framework of Motivation Regulation: Validation of Established and Novel Strategies</i> Maïke Trautner, Carola Grunschel, Malte Schwinger</p> <hr/> <p><i>Contrasting Different Learner Populations' Emotion Regulation Strategies, Goals, and Outcomes</i> Jason Harley, Keerat Grewal, Allyson Hadwin, Reinhard Pekrun, Mariel Miller, Matthew Moreno, Sayed Azher, Maria Amoros Teijeiro</p> <hr/> <p><i>Teachers' Metamotivational Beliefs and Their Use of Motivational Strategies in the Classroom</i> David Miele, Soyoung Kim, Abigail A. Scholer, Kentaro Fujita</p>		