

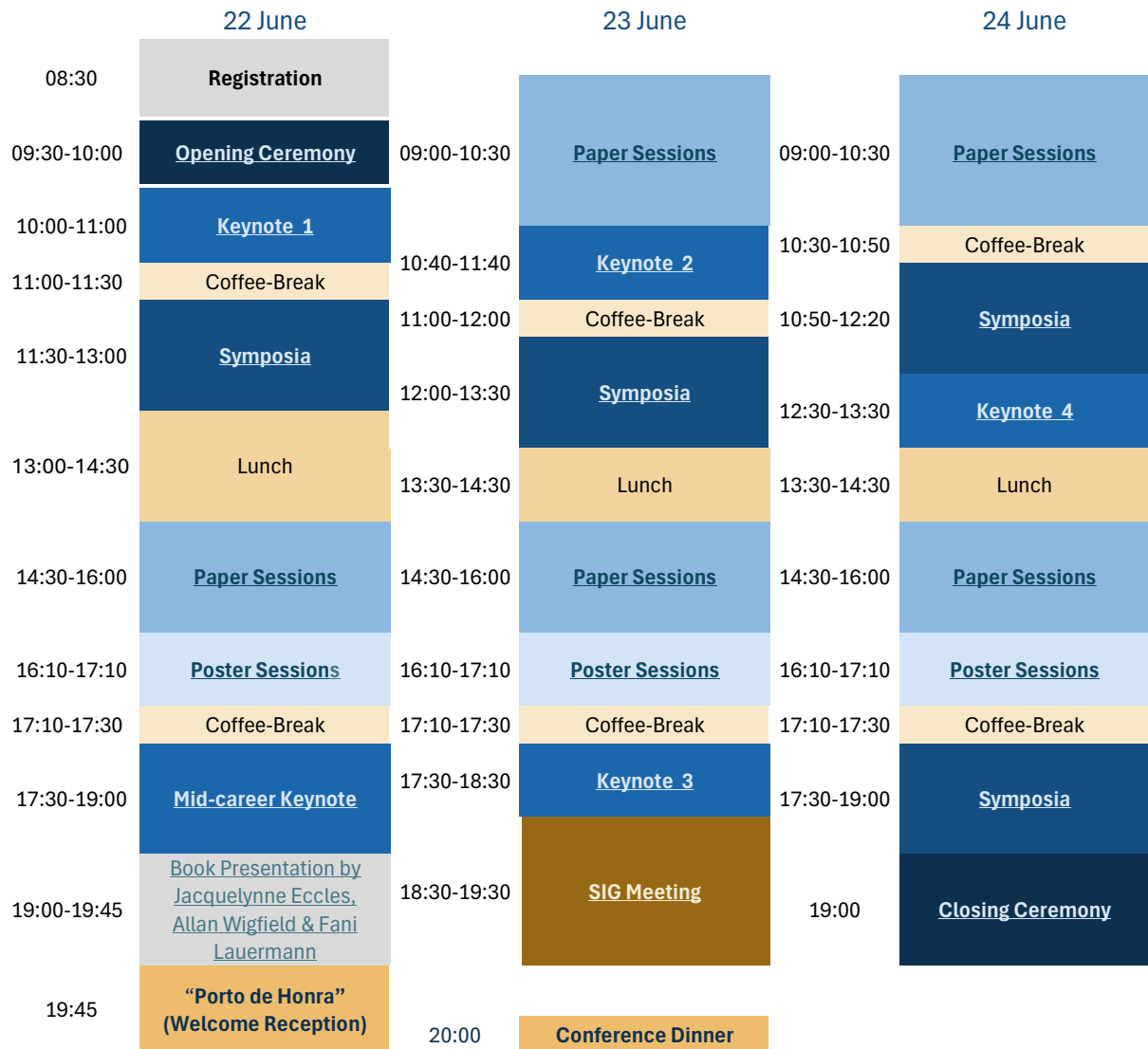
## 19<sup>th</sup> International Conference on Motivation and Emotion



## Conference Program

With the support of:

## Program overview



## Opening Ceremony

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Auditorium 1 (Room 301)

## Keynote 1

22 June, 10:00 | 11:00

Auditorium 1 (Room 301)



### Eleftheria N. Gonida

Professor of Educational Psychology  
and Human Development  
**Aristotle University of Thessaloniki,**  
**Greece**

### *The role of parents in students' motivation and engagement: Theory, evidence and implications for practice*

As key predictors of learning outcomes and academic achievement, students' motivation and engagement are shaped not only by the classroom but also by the home environment. This invited talk will examine the role of parents in fostering students' motivation and engagement, integrating contemporary theory with empirical evidence and practical implications for parents and educators. Special focus will be given to parental involvement in students' homework, exploring how parents' motivational beliefs and emotions predict the quality of their involvement and interactions with their child during homework, as well as how these parental behaviors relate to students' motivation and academic outcomes. This research contributes to educational and developmental psychology by: (i) identifying the mechanisms through which parental beliefs translate into everyday learning interactions at home that are associated with children's adaptive or maladaptive motivation and engagement over time; and (ii) understanding the bidirectional association between parents and children, and the parent-child motivational dynamics across school grades.

## 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>            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>            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>            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>            Jakob Schwerter, Hannah Deininger, Luise von Keyserlingk, Garvin Brod, Fani Lauermann, Matthew Bernacki</p>		
<p><b><i>Benefits and Potential Tradeoffs when Supporting Undergraduates' Motivation and Learning Skills</i></b>            Matthew Bernacki, Jenifer Utz, Christy Strong, Kathryn Rafferty, Judith Harackiewicz</p>		
<p><b>Symp 6</b></p>	<p><b>Emotion Regulation and Emotional Labor in (Pre-Service) Teachers: Context matters</b>            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>            Emily Pohl, Lia Daniels, Ulrike Nett, Anne C. Frenzel</p>		
<p><b><i>Teachers' Emotional Labor in Culturally Diverse Classrooms</i></b>            Lara Fuchs, Gerda Hagenauer, Andreas Gegenfurtner</p>		
<p><b><i>Emotion Regulation, Stress Perception, and Study Satisfaction in Pre-Service Teachers</i></b>            Frances Hoferichter, Konstanze Schoeps, Diana Raufelder</p>		

## Paper Sessions 1 - 9

<b>Paper Session 1</b>	<b>Teacher Emotions, Emotional Exhaustion, and Occupational Well-Being</b> Chair: Tina Hascher	22 June 14:30 – 16:00 <b>Room: 305</b>
<p><b><i>Exploring Teachers' Regulation of Anger and Emotional Exhaustion from Two Diary Studies</i></b>            Hui Wang, Ying Chen</p> <hr/> <p><b><i>When work demands lead to burnout: The moderating role of teaching self-efficacy</i></b>            Iva Miličević, Petra Đurić, Irena Burić</p> <hr/> <p><b><i>Teacher Emotions, Emotional Labor, and Interaction Quality in Elementary Schools</i></b>            Ezgi Guney, Yesim Capa Aydin</p> <hr/> <p><b><i>Teachers' stress mindset in school – piloting a randomized controlled design intervention</i></b>            Anna-Liisa Jõgi, Anneli Jartsev, Aire Raidvee</p>		
<b>Paper Session 2</b>	<b>Achievement Goal Orientations Across Contexts and Time</b> Chair: Francisco Peixoto	22 June 14:30 – 16:00 <b>Room: 113</b>
<p><b><i>Antecedents of Achievement Goals Revisited: Student and Teacher Perspectives</i></b>            Jan Beck</p> <hr/> <p><b><i>Korean Students' Academic and Social Achievement Goal Profiles: Links to Emotions and Parental Goals</i></b>            Boreum Kim, Gregory Arief D Liem, Melvin Chan</p> <hr/> <p><b><i>Destined to decline? Cohort trends in students' goal orientations between 2012 and 2023</i></b>            Zoë Maj Sander, Claudia Schöne, Oliver Dickhaeuser, Joachim Stiensmeier-Pelster, Birgit Spinath</p> <hr/> <p><b><i>When goal orientations cross paths with ethnic-racial identity: A longitudinal study</i></b>            Mafalda Campos, Francisco Peixoto</p>		
<b>Paper Session 3</b>	<b>Higher Education Motivation and Study Behaviours</b> Chair: Lena Kegel	22 June 14:30 – 16:00 <b>Room: 306</b>
<p><b><i>The burden of meaningless learning: How medical students make sense of feeling unmotivated</i></b>            Siem Schipper, Wieke van der Goot, Janniko Georgiadis, Marco de Carvalho Filho</p> <hr/> <p><b><i>Academic procrastination at the beginning of studies: What role do motivation and personality play?</i></b>            Melissa Kulp, Lena Kegel, Carola Grunschel</p> <hr/> <p><b><i>Proactive Study Behaviours as Protective Factors for Students' Well-being and Academic Achievement</i></b>            Janja Sušić, Aleksandra Huic, Antonija Vrdoljak, Nina Pavlin-Bernardic</p> <hr/> <p><b><i>Effects of Implementation Intentions on Distributed Practice in Higher Education</i></b>            Louise David, Felicitas Biber, Rik Crutzen, Anique de Bruin</p>		

<b>Paper Session 4</b>	<b>Adult, Vocational, and Work-Related Motivation</b> Chair: Aline Alves-Wold	22 June 14:30 – 16:00 <b>Room: 135</b>
<b><i>Comparative motivational study of apprentices and professionals in Vocational Education and Training</i></b> David Jan		
<b><i>Language of Flourishing: Wellbeing Literacy for Motivation and Emotion in Higher Education</i></b> Ana Paula Vital, Carlos Lopes, Maria João Vargas Moniz, Maria da Luz Antunes		
<b><i>Measuring Motivation for Telework: A Self-Determination Theory Approach</i></b> Rita Couto, Sílvia Lopes, Vânia Carvalho, Maria José Chambel		
<b><i>Grit and Self-Efficacy as Predictors of Academic Procrastination</i></b> Joana Casanova, Eugénia Ribeiro, Leandro S. Almeida		
<b>Paper Session 5</b>	<b>Online Learning, Distance Education and Motivation</b> Chair: Farhan Ali	22 June 14:30 – 16:00 <b>Room: 301 (Aud. 1)</b>
<b><i>Patterns of Academic Engagement, Digital Skills, and Smartphone Addiction in Higher Education</i></b> José Castro Silva, Pablo Usán Supervía		
<b><i>Higher Education and ChatGPT: A Multi-Country Study on Epistemic Emotions and Their Antecedents</i></b> Daniela Raccanello, Roberto Burro, Giada Vicentini, Aleksander Aristovnik, Damijana Keržič, Dejan Ravšelj, Lan Umek, Nina Tomažević		
<b><i>A Meta-Analysis of Affective and Cognitive Outcomes in Synchronous Online Learning</i></b> Andreas Gegenfurtner, Özün Keskin-Senkal, Alijagic Aldin, Sylvia Gabel		
<b><i>Who Chooses Online Participation in Hybrid Math Courses? Implications for Motivation and Performance</i></b> Nawael Niazy, Daria Katharina Benden, Fani Lauermann		
<b>Paper Session 6</b>	<b>Language, Motivation, and Emotion in Higher Education Contexts</b> Chair: Quint Oga-Baldwin	22 June 14:30 – 16:00 <b>Room: 307</b>
<b><i>Brain Babies: Pride Beyond Achievement in Academic Writing</i></b> David Merry, Yi Xin Tjan, Sin Rou Loo		
<b><i>How higher education students' individual goals can affect peer feedback provision</i></b> Amadeus J. Pickal, Melanie V. Keller, Tobias Böttger, Martin Daumiller, Markus Dresel		
<b><i>Goal contents for language learning: developing and validating a domain-specific measure</i></b> Abigail Parrish, W.L. Quint Oga-Baldwin		

<b>Paper Session 7</b>	<b>Well-being in digital age</b> Chair: Cécile Vassaux	22 June 14:30 – 16:00 <b>Room: 202</b>
<b><i>Momentary and contextual fluctuations in emotional responses to social media in adolescence</i></b>		
Fatemeh Irani, Lauri Hietajärvi, Jussi Järvinen, Katja Upadyaya		
<b><i>Problematic Internet Use and Adolescent Psychosocial Outcomes: Cognitive–Emotional Impairment Role</i></b>		
Fatemeh Irani, Ali Moazami-Goodarzi, Katja Upadyaya, Arniika Kuusisto		
<b><i>Early-career informatics teachers’ persistence: The role of motivations for teaching and engagement</i></b>		
Dora Petrović, Iris Marušić, Josip Šabić		
<b><i>Wellbeing and Cybervictimization: Roles of Anxiety and Key Life-Domain Worries in Adolescents</i></b>		
Mumine Ozturk, Alberto Amadori, Antonella Brighi		
<b>Paper Session 8</b>	<b>Achievement Emotions, Beliefs, and Performance in Learning Contexts</b> Chair: Reinhard Pekrun	22 June 14:30 – 16:00 <b>Room: 311</b>
<b><i>Framing Success and Failure: Instructional Messages Shape Achievement Emotions</i></b>		
Sara Laybourn, David F. Sachs, Martin Constant, Anne C. Frenzel		
<b><i>Self-Determination Theory Meets Control-Value Theory: Basic Needs Shape Beliefs and Emotions</i></b>		
David Putwain, Laura Nicholson, Reinhard Pekrun		
<b><i>A Piece to the Puzzle: The (Un)Lasting Effects of Induced Emotions on Visual Working Memory</i></b>		
Arian Musliu, Anne Christiane Frenzel		
<b><i>Testing Control-Value Theory: Emotional Arousal, Self-Efficacy, and Exam Performance</i></b>		
Jenefer Husman, Matthew Graham, Reinhard Pekrun, Idalis Villanueva		
<b>Paper Session 9</b>	<b>Feedback, Assessment, and Student Learning Experiences</b> Chair: Anne Kosubek	22 June 14:30 – 16:00 <b>Room: Sala de Atos</b>
<b><i>Unpacking Student Responses to Discrepant Peer and Teacher Feedback: A Cross-National Comparison</i></b>		
Carolina Lopera-Oquendo, Anastasiya Lipnevich, Ligia Tomazin, Ignacio Máñez, Samuel Leon, Nicola Beatson		
<b><i>Generative learning and motivation in VR: Effects of correct-response vs. tutoring feedback</i></b>		
Susanne Narciss, Peggy Wehner, Jonathan Dyrna, Basel Hussein, Salome Flegr, Al Olsen, Taneim Miah, Antje Proske, Jan L. Plass		
<b><i>Formative Assessment, Co-Regulation, and Motivational Dynamics in Mathematics Learning</i></b>		
Vera Monteiro, Brunna Brito		
<b><i>Tracing primary children’s learning experiences via pen pressure and facial expressions</i></b>		
Donna Bryce, Jana Spear, Markus Dresel, Cara-Sophie Enste, Robert Grassinger		

## Poster Sessions 1 - 5

<b>Poster Session 1</b>	<b>Mathematics Emotions, Motivation, and Achievement Across Early and School Years</b> Chair: Arian Musliu	22 June 16:10 -17:10 Room: 303
	<b><i>P1 - The Relationship between Emotions and Early Mathematics Outcomes: A Scoping Review</i></b> Traci Kutaka, Laura Kohler	
	<b><i>P2 - A Meta Analysis of the Relationship between Student Engagement and Mathematics Achievement</i></b> Johannes Grødem, Erin Margaret Mctigue, Oddny Judith Solheim	
	<b><i>P3 - Behavioral and Emotional Risk as Predictors of Math Motivation</i></b> Bridget Dever	
	<b><i>P4 - The Longitudinal Interplay of Mathematics Self-Concept, Interest, Cost, and Performance</i></b> Mathilda Sandman, Anna Widlund, Jaana Viljaranta, Johan Korhonen	
	<b><i>P5 - Tracing the Co-Development of Mathematics Anxiety, Enjoyment, and Boredom in Late Elementary School</i></b> Hans Lehtikainen, Johan Korhonen, Anna Tapola, Pinja Tähti, Riikka Mononen	
	<b><i>P6 - Math anxiety and performance: The mediating role of task-related emotions and working memory</i></b> Dora Korać, Barbara Rončević Zubković	
<b>Poster Session 2</b>	<b>AI, Digital Technologies, and Motivation/Emotion in Education and Work</b> Chair: Machiko Kobori	22 June 16:10 -17:10 Room: 309
	<b><i>P7 - A Scoping Review of Generative AI's Role in Eliciting Learning Interest in Educational Settings</i></b> Yuet Ki (Leean) Ning, Luke Fryer	
	<b><i>P8 - Achievement Goals and AI Dependency in Higher Education: The Moderating Role of AI Self-Efficacy</i></b> Boreum Kim, Dajung Diane Shin, Giovanni Guida	
	<b><i>P9 - GenAI for Motivation and Engagement: The Good, the Bad, the Ugly... and Intervention Potential</i></b> Meg Farrell, Olenka Maythe Pando Cotrina, Linyuan Zhang, Beril Eren	
	<b><i>P10 - Motivation to Use AI Among Aspiring Entrepreneurs</i></b> Jule Hangen, Vinzent Weber, Eveline Wuttke	
	<b><i>P11 - Who Knows Best How You Feel? Emotional States Analyzed by a Researcher, AI, and Learners Themselves</i></b> Niklas Heikkala, Haoyu Chen, Chengyan Wang, Hanna Järvenoja, Tiina Törmänen	
	<b><i>P12 - Understanding Teacher Well-Being With Digital Technologies: A Cross-Cultural Study</i></b> Cécile Vassaux, Eija Juntunen, Gaëlle Molinari, Joris Felder, Katja Upadyaya	

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Session  
3

### Teachers' Well-Being, Professionalism, and Classroom Functioning

Chair: Sophie von der Mülbe

22 June  
16:10 -17:10  
Room: 310

#### ***P13 - Associations Between Self-Rated Social-Emotional Competence and Perceived Stress in Teachers***

Marilyn Jurman, Karin Lillemaa, Elina Malleus-Kotsegarov, Eve Kikas

#### ***P14 - Teacher Self-Regulation and Well-Being in Teacher Education: Affective Dynamics under Uncertainty***

Daniel Trias Seferian, Nigel Manchini

#### ***P15 - Teachers' Self-Reported Characteristics and Observed Classroom Interaction Quality***

Veronika Kalle, Anna-Liisa Jõgi, Piret Soodla

#### ***P16 - Teacher Responsibility Scale: Evidence of Validity and Reliability in Portuguese Teachers***

Tiago Santos, Francisco Peixoto

#### ***P17 - Reflection on emotional competences to professionalise for uncertain school situations***

Regine Lehberger

#### ***P18 - Lessons Learned from Meta-Analyzing the Relationship between Self-Efficacy and Emotions in Teachers***

Yu-Jui Cheng, Kendra Wells, Lia M. Daniels, Anne C. Frenzel

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Session  
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### Emotion Regulation, Self-Regulation, and Flourishing

Chair: Melissa Kulp

22 June  
16:10 -17:10  
Room: 203

#### ***P19 - Daily Dynamics of Global and Domain-Specific Self-Esteem in Youth: An EMA Study***

Katharina Ochs, Florian Schmiedek, Andrea Irmer, Lena M. Wieland

#### ***P20 - An intraindividual and conditional approach to motivation regulation***

Linda Zenger, Barbara Flunger, Tamara Van Gog

#### ***P21 - Emotion Regulation of Envy: The Role of Suppression and Cognitive Reappraisal***

Alena Prikhidko, Yuxi Qiu

#### ***P22 - Emotion Regulation Profiles in Elementary School Children – A Process-Oriented Perspective***

Lilian Schnell, Stephanie Lichtenfeld, Jana-Elisa Rueth, Arnold Lohaus

#### ***P23 - From Mindfulness to Flourishing: The Mediating Role of Basic Psychological Needs***

Isabel Rasteiro, Sofia Magalhães, Raquel Barbosa

#### ***P24 - “The Science of Being Happy”: Affective Dynamics in Maria Inácia Braamcamp’s Letters***

Pedro Urbano

<b>Poster Session 5</b>	<b>Agency, Homework, Engagement, and Emotional Processes in Learning Contexts</b> Chair: Marjo Turunen	22 June 16:10 -17:10 <b>Room: 204</b>
<hr/> <p><b><i>P25 - Dynamics of interpersonal emotion regulation between teachers and students in the classroom</i></b>          Linda van Zutphen</p>		
<hr/> <p><b><i>P26 -Homework Dynamics in Primary Schools: Comparing Student, Teacher, and Parental Perspectives</i></b>          Lotte van Kesteren, Barbara Flunger, Vincent Hoogerheide, Tamara Van Gog</p>		
<hr/> <p><b><i>P27 - Do Students Consider Situational Interest Vital to Their Success? A Meta-Motivational Analysis</i></b>          Corwin Senko</p>		
<hr/> <p><b><i>P28 - Teacher Burnout Predicts Student Outcomes: Teacher Enthusiasm as a Key Mediating Mechanism</i></b>          Yeonsu Shin, Juyeon Song, Woogul Lee</p>		
<hr/> <p><b><i>P29 - Exploring the Design of Instructional Directions</i></b>          Diana Pak, Juliette Désiron, Sascha Schneider</p>		
<hr/> <p><b><i>P30 - The Manifestation of Agentic Engagement from the Perspective of Primary School Teachers</i></b>          Ema Petričević</p>		
<hr/> <p><b><i>P31 - Anxiety in vocal music performance</i></b>          Sofia Vinhas, Francisco Peixoto</p>		

## Mid-Career Keynote 1

22 June, 17:30 | 19:00

Auditorium 1 (Room 301)



### Kristina Stockinger

Assistant Professor / Senior Lecturer,  
University of Augsburg, Germany

### *Self-regulation of motivation and emotions: Bridging research traditions and re-centering students' perspectives*

Motivational (MR) and emotional self-regulation (ER) shape students' learning, academic success, and well-being. To date, MR and ER have been studied in relative isolation from one another, despite the close conceptual and functional relations between motivation and emotion. Recent findings indicate that students' MR and ER, too, are functionally interdependent and can influence one another. In this talk, we will present the recently proposed Interwoven Systems Model of Motivational and Emotional Self-Regulation (ISM) which centers on students' interpretations of their motivational versus emotional regulatory needs as well as their adoption of regulatory goals as pivotal determinants of their subsequent selection, implementation, and monitoring of self-regulatory strategies. I will discuss core propositions about functional interactions between students' MR and ER that can be derived from the ISM and touch upon supporting evidence from recent studies examining university students' motivational and emotional self-regulation. I will also reflect on methodological avenues and challenges for future research on MR and ER in educational settings, as well as broader practical implications for developing combined MR-ER interventions for nurturing students' self-regulatory competencies both effectively and efficiently.

## Mid-Career Keynote 2

22 June, 17:30 | 19:00

Auditorium 1 (Room 301)



### Julia Mori

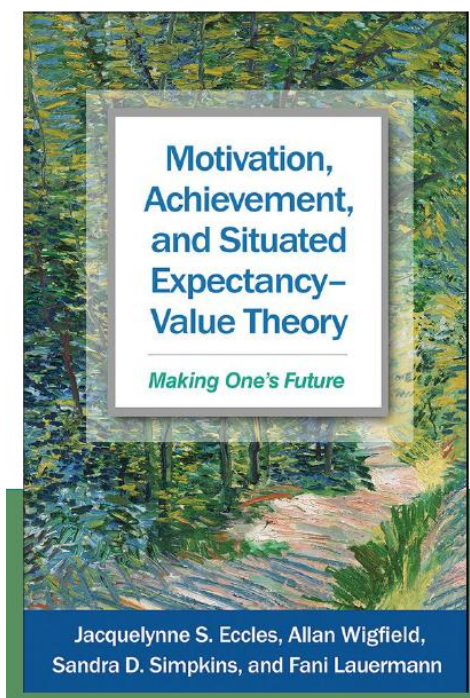
Advanced Postdoctoral Researcher  
and Lecturer at Institute of  
Educational Science  
**University of Bern, Switzerland**

### *Promoting student well-being in uncertain times: Lessons from school-based interventions*

In times marked by uncertainty and rapid change, schools serve as one of the most impactful settings for supporting the well-being of young people. A growing evidence base shows that school-based programs can enhance student well-being, yet average effects are typically small and heterogeneous; outcomes hinge on program dose and focus, contextual fit, and implementation fidelity. In this talk, I first provide a concise overview of school-based interventions and outline the factors that most strongly shape their effectiveness. Second, I present our recent Well-Being-Boost Training—embedded in the SNSF-funded longitudinal project Well-being in School in Switzerland (WESIR; 2019–2025)—a 10-week, multicomponent program in which my team and I systematically varied intervention components across three experimental groups and one control. I summarize the main findings—more modest and mixed than expected—and use them to clarify the boundary conditions of school-based interventions in real-world settings. Third, I translate these insights into design principles I consider most promising for cultivating and sustaining well-being in everyday school practice—an imperative in the post-pandemic era and beyond. I close by emphasizing what works, for whom, and under what conditions to support student well-being amid uncertainty.

## Book Presentation by Jacquelynne Eccles, Allan Wigfield, and Fani Lauermann

Auditorium 1 (Room 301)



## 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>
<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 Bühler, 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>
<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>
<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>
<p><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</p> <hr/> <p><b><i>S-WELL-B: A Model of Student Well-Being Across Having, Loving, Doing, and Being</i></b>            Frances Hoferichter</p> <hr/> <p><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</p> <hr/> <p><b><i>Affective Profiles of Multidimensional Well-being in Portuguese First-year University Students</i></b>            Regina Alves, Teresa Freire, Leandro Almeida</p>		
<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>
<p><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</p> <hr/> <p><b><i>Achievement emotions and health of first-generation students: Evidence from a longitudinal study</i></b>            Sophie von der Mülbe, Kristina Stockinger</p> <hr/> <p><b><i>Comparing school-related stress of students with and without learning and/or behavioural problems</i></b>            Saskia Becker, Moritz Börnert-Ringleb</p> <hr/> <p><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</p>		
<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>
<p><b><i>Engagement as a Bridge Between Motivation and Achievement in Mathematics</i></b>            Janja Sušić, Antonija Vrdoljak, Daria Rován, Nina Pavlin-Bernardic</p> <hr/> <p><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</p> <hr/> <p><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</p> <hr/> <p><b><i>A serious game-based intervention to promote maths motivation: Effects and individual differences</i></b>            Tanja Held, David Putwain, Tina Hascher</p>		

<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>
<hr/>		
<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>
<hr/>		
<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		

## Keynote 2

23 June, 10:40 | 11:40

Auditorium 1 (Room 301)



### Fani Lauermann

Professor of Education and  
Psychology  
University of Bonn, Germany

### *Turning the Investigative Lens on Teachers: When and How Teacher Motivation Shapes Classroom Processes and Outcomes*

Educational psychology has traditionally centered on students rather than teachers, even as interest in teachers' psychological characteristics—especially motivation and emotion—has grown over the past 15 years. Evidence links teachers' motivational beliefs, such as self-efficacy, enthusiasm, and professional responsibility, to instructional decisions and practices, but consistent associations with student outcomes remain elusive. This talk examines why the evidence base often falls short and how to strengthen it. Key limitations include coarse or misaligned measurement of teacher motivation and student outcomes, discrepancies between teachers' and students' reports of classroom processes, and designs that compare teachers rather than model within-teacher and within-classroom change over time. I discuss recent and ongoing studies that clarify when and how motivated teachers foster classrooms that support student engagement and learning, and conclude with recommendations for analytic strategies to advance the field.



## Symposia Sessions 7 - 12

<b>Symp 7</b>	<p><b>Navigating Towards STEM: Predictors In- and Outside of Education</b>            Organiser: Kukka-Maaria Polso            Chair: Kukka-Maaria Polso            Discussant: Daria Katharina Benden</p>	<p>23 June 12:00 - 13:30 <b>Room: 113</b></p>
<p><b><i>Domain-Specific Career Aspirations, Motivation, and Achievement Across Adolescence</i></b>            Elisabeth Graf, Nele McElvany, Joerg-Tobias Kuhn</p>		
<p><b><i>Adolescents' Cross-Domain Motivational Profiles, Vocational Interests, and STEM Aspirations</i></b>            Kukka-Maaria Polso, Hanna Gaspard, Heta Tuominen, Petri Ihantola</p>		
<p><b><i>Interesting Topics to Promote Student Interest and Major Intentions in STEM Courses</i></b>            Kristy Robinson, Marianne Dubé, Jessica Hunter, Cole Johnson, Romane Monnet, Sanheeta Shankar</p>		
<p><b><i>Worth the Watch: Media's Impact on STEM Student Career Decisions</i></b>            Kitley Kern, Patrick Beymer</p>		
<b>Symp 8</b>	<p><b>Teacher Motivation and Emotion: Antecedents and Dynamic Processes</b>            Organiser: Rebecca Lazarides            Chair: Rebecca Lazarides            Discussant: Markus Dresel</p>	<p>23 June 12:00 - 13:30 <b>Room: 307</b></p>
<p><b><i>Motivational Dynamics in Teaching: Meta-Analytic Evidence on Self-Efficacy Antecedents</i></b>            Danling Huang, Johnmarshall Reeve, Theresa Dicke, Hye-Ryen Jang, David Morris, Geetanjali Basarkod, Jiesi Guo, Janina Täschner, Rebecca Lazarides, Bridget Booker, Herb Marsh</p>		
<p><b><i>Effort and Talent in Teacher Talk: How Mindsets, Enthusiasm, and Motivation Shape Messages</i></b>            Sara Ramírez Ramírez, Samuel Falcon, Jaime J Leon</p>		
<p><b><i>Teachers' Student-Specific Motivations, Student Engagement, and Classroom Interactions</i></b>            Annika Koch, Fani Lauermann</p>		
<p><b><i>Teacher Enjoyment Intensifies Stability in Teaching, While Anxiety Hinders Learning: A Dynamic View</i></b>            Rebecca Lazarides, Richard Göllner, Jonas Frenkel, Theresa Dicke, Jiesi Guo, Uros Petkovic, Olaf Hellwich, Markus Dresel</p>		

<b>Symp 9</b>	<p><b>Integrative Perspectives from Theory and Praxis on Motivation and Learning in Uncertain Times</b>          Organiser: Luise von Keyserlingk          Chair: Allan Wigfield          Discussant: Matthew Bernacki</p>	<p>23 June          12:00 - 13:30  <b>Room: 301</b>          (Aud. 1)</p>
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***Using the MASLR model to explore the metamotivational processes in self-regulated learning***

Anastasia Efklides, Eleftheria Gonida, Eve Kikas

***Motivation, personality, and self-regulated learning skills: An integrative perspective***

Luise von Keyserlingk, Lisa Bardach, Jacquelynne S. Eccles

***Multifaceted Integrative Motivation Interventions Can Prepare Students For Uncertain Times***

Lisa Linnenbrink-Garcia, Allan Wigfield

***Motivating Self-Regulation: Utility Value, Interest Development, and the Potential for Intervention***

Carol Sansone, K. Ann Renninger, Judith Harackiewicz

<b>Symp 10</b>	<p><b>Understanding Affective Dynamics Through ESM: Context-Related Associations, Profiles, and Well-Being</b>          Organiser: Joy Muth, Tanja Bross          Chair: Joy Muth          Discussant: Anne Frenzel</p>	<p>23 June          12:00 - 13:30  <b>Room: 305</b></p>
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***Relationship of student envy and depression over time: An experience sampling study***

Flora Fassl, Joy Muth, Alina Wunsch, Maximilian Hofleitner, Thomas Götz, Marko Lüftenegger

***Students' Emotions and Emotion Regulation Towards an Upcoming Exam***

Tanja Bross, Nadja Karossa, Thomas Rotthoff, Ann-Kathrin Schindler, Sarah Junginger, Markus Dresel, Ingo Kollar, Ulrike Nett

***How Classroom Situations Shape Teacher Emotions and Job Satisfaction? An Experience Sampling Study***

Irena Burić, Tanja Bross

***Higher parental burnout predicts lower emotional expression in parents during the festive season***

Ziwen Teuber, Elouise Botes, Julia Reiter, Samuel Greiff, Kaisa Aunola, Daniel McNeish

<p>Symp 11</p>	<p><b>Challenges to motivation in learning: Investigating relationships between context and learner</b>          Organiser: Katie Kumasaka          Chair: Tina Hascher          Discussant: Daniela Raccanello</p>	<p>23 June          12:00 - 13:30          Room: 202</p>
<p><b><i>Teacher–student conflict, anger, and identified regulation in secondary school students</i></b>          Julia Mori, Tina Hascher</p>		
<p><b><i>Threats to intrinsic motivation: Peer victimization, teacher support, and digital distractions</i></b>          Kristján Ketill Stefánsson</p>		
<p><b><i>Motivational patterns in student procrastination and links to dropout risk in higher education</i></b>          Judit Gabriella Sass</p>		
<p><b><i>Barriers to flow in online higher education students</i></b>          Katie Kumasaka</p>		
<p>Symp 12</p>	<p><b>Challenges &amp; promises of teacher self-efficacy and continuous professional learning in careers</b>          Organiser: Emilie Carosin          Chair: Emilie Carosin          Discussant: Helen Watt</p>	<p>23 June          12:00 - 13:30          Room: 311</p>
<p><b><i>Teaching Self-Efficacy and Teaching Quality Increases Student Academic Interest</i></b>          Hui Wang, Ying Chen</p>		
<p><b><i>Teacher self-efficacy promises to retain second-career teachers in French-speaking Belgium</i></b>          Estelle Desablens, Emilie Carosin, Sandrine Lothaire, Marc Demeuse</p>		
<p><b><i>Challenges and promises of teacher self-efficacy in supporting teaching careers</i></b>          Fernando Nunez-Regueiro, Helen Watt, Paul Richardson, Herb Marsh, Reinhard Pekrun</p>		

## Paper Sessions 19 - 27

<b>Paper Session 19</b>	<b>Emotions, Curiosity, and Motivation in Learning Contexts</b> Chair: Rebecca Lazarides	23 June 14:30 – 16:00 <b>Room: 305</b>
<hr/>		
<b><i>Achievement emotions in CL: How do they relate to situational and general motivation?</i></b>		
Jasmiina Suoraniemi, Tiina Törmänen, Hanna Järvenoja, Eetu Haataja, Annika Sulkala		
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<b><i>Using a Large-Scale Online Discussion Dataset to Examine Situational Uncertainty and Curiosity</i></b>		
Farhan Ali, Yehong Yang, Jia-Hou Poh		
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<b><i>Achoo! Curiosity and Uncertainty Are Contagious in Online Educational Discussions</i></b>		
Farhan Ali, Serena J.W. Wang		
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<b><i>Lecturer enthusiasm and students' epistemic emotions: An experience-sampling study</i></b>		
Lena Kegel, Maike Trautner, Lennard Buch		
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<b>Paper Session 20</b>	<b>Motivation, Mindsets, and Achievement Pathways</b> Chair: Alla Hemi	23 June 14:30 – 16:00 <b>Room: 306</b>
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<b><i>Reciprocal Dynamics Between Perceived Teacher Support and State Academic Self-Concept Across Lessons</i></b>		
Mirna Šumatić, Christoph Niepel		
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<b><i>Is Achievement Motivation a Privilege? The Social Gradient in Students' Achievement Motivation</i></b>		
Sarah Grünthal, Lena Keller, Julia Kretschmann, Hanna Dumont, Martin Brunner		
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<b><i>Children's mindsets about their abilities: Stability and contextual influences</i></b>		
Nienke van Atteveldt, Ilona Benneker, Nil Horoz, Fanny de Swart, Nikki Lee, Marieke Buil		
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<b><i>Examining the Domain Specific Mediating Role of Growth Mindset Behaviours on Achievement</i></b>		
Dagmar Platte, Kate Xu, Renate de Groot		
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<b>Paper Session 21</b>	<b>Teacher Beliefs, Classroom Practices, and Student Engagement</b> Chair: Corwin Senko	23 June 14:30 – 16:00 <b>Room: 307</b>
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<b><i>Teacher mindset, teaching practices, and student mindset: Evidence from a national cohort study</i></b>		
Junlin Yu, Pia Kreijkes, Jennifer Symonds, Seaneen Sloan, Gabriela Martinez Sainz, Dympna Devine		
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<b><i>Need-Supportive Teacher CARE: Development of a Multi-Dimensional Framework &amp; Measurement Instrument</i></b>		
Stefan Markus, Fabian Schächt		
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<b><i>Students' Perceptions of Teacher Mindset and In-Class Experiences</i></b>		
Johannes Gale, Junlin Yu, Elina E. Ketonen		
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<b><i>Teachers' reactions to student agentic engagement: An experimental vignette study</i></b>		
Eta Krpanec, Aleksandra Huic, Daphne van den Bogaard, Maarten Vansteenkiste		

<b>Paper Session 22</b>	<b>Emotional Dynamics and Well-Being in Education</b> Chair: Daniel Trias Sferian	23 June 14:30 – 16:00 <b>Room: 202</b>
<b><i>The Role of the Interaction Between Negative Affect Instability and Inertia in Predicting Well-Being</i></b> Dmitry Lyusin, Andrey Pushnikov		
<b><i>Motivation and Emotional Transitions of Career-Change Teachers in Master's Programs</i></b> Kseniia Tsitsikashvili		
<b><i>Impostor Phenomenon in Education: A Meta-Analysis of Students' Psychological Health and Functioning</i></b> Ying Ma, Jiesi Guo, Johnmarshall Reeve, Hye-Ryen Jang		
<b><i>Short-term joy and long-term anxiety – Relation of goal conflict and synergies with faculty emotions</i></b> Johanna Ott, Markus Dresel, Martin Daumiller, Ronja Steinhauser, Stefan Janke, Oliver Dickhaeuser		
<b>Paper Session 23</b>	<b>Motivation in Science-Related Learning Pathways</b> Chair: Amadeus J. Pickal	23 June 14:30 – 16:00 <b>Room: 301 (Aud. 1)</b>
<b><i>Motivational Quantity and Quality: Profiling Test-Taking Motivation in a Low-Stakes Math Assessment</i></b> Daphné Van Looy, Amélie Rogiers, Carolien Frijns, Maarten Vansteenkiste, Johan van Braak		
<b><i>Affecting interest in mathematics: open problems, prior interest, and intrinsic motivation</i></b> Stanislaw Schukajlow, Janina Krawitz, Katrin Rakoczy		
<b><i>Motivation Matters: What Drives Competition Participation in Middle-School Students?</i></b> Vivien Rieder, Lorena Fleischmann, Birgit Spinath		
<b><i>Who Persists and Why: Identity, Agency, and Structure in STEM Transfer Pathways</i></b> Wen-Ting Chung, Jenefer Husman, Matthew Graham, Dean Livelybrooks		
<b>Paper Session 24</b>	<b>Reading Emotions, Self-Efficacy, and Assessment</b> Chair: Susanne Narciss	23 June 14:30 – 16:00 <b>Room: 311</b>
<b><i>Reading anxiety's associations with reading skills and interest from second to third grade</i></b> Shengyun Cui, Daria Khanolainen, Tuire Koponen, Jenni Salminen, Minna Torppa		
<b><i>Building or Breaking Confidence? Sources of Reading Self-Efficacy Among Struggling Readers</i></b> Pilvi Peura, Tuija Aro, Jaeyun Han, Ellen Usher, Heidi Korpipää, Mikko Aro		
<b><i>The Read To Me Checklist: Supporting motivation in oral reading assessment and feedback</i></b> Karianne Megard Grønli, Bente Walgermo, Per Henning Uppstad, Erin Margaret McTigue		
<b><i>Effects of dialogic feedback on secondary school students' writing expectancy and value perceptions</i></b> Jan-Sébastien Dion, Stéphane Duchesne, Jonathan Smith		

<b>Paper Session 25</b>	<b>Measuring Emotions, Self-Regulation and Motivation</b> Chair: Barbara Flunger	23 June 14:30 – 16:00 <b>Room: 113</b>
<b><i>Mapping the Core of Self-Compassion Across Four Measures</i></b> Ramona Schöne-Hoffmann, Veronika Ploke, Dorota Reis, Franziska Perels		
<b><i>A PRISMA-COSMIN review of anger regulation instruments for adolescents</i></b> Fernanda Guedes, Cláudia Silva, Ludovina Ramos		
<b><i>Primary School Math Motivation: Cross-National Validation of the Revised Expectancy-Value Scale</i></b> Francisco Peixoto, Jelena Radisic, Ksenija Krstić, Kajsa Yang Hansen, Anu Laine, Aleksandar Baucal, Äli Leijen, Lourdes Mata, Jacquelynne Eccles		
<b><i>From Concepts to Measurement: Teachers' Emotion-Motivation Knowledge</i></b> Christine Feiss, Selina Bühler, Valeria Signer, Benita Affolter, Sonja Büchel		
<b>Paper Session 26</b>	<b>Parental Practices and Child Adjustment</b> Chair: Sofie Morbée	23 June 14:30 – 16:00 <b>Room: 135</b>
<b><i>Young adults' narratives of parental support during their school path</i></b> Arto Lehtola, Miia Sainio, Tanja Vehkakoski, Noona Kiuru, Kati Vasalampi		
<b><i>Contingent Self-Esteem as a Mediator between Parental Academic Conditional Regard and School Burnout</i></b> Ziwen Teuber, Nora Vitali, Guy Roth, Theresa Dicke		
<b><i>Motivating Through the Mundane: Parental Influences on Adolescents' Self-Motivation</i></b> Elke Pinoy, Sofie Morbée, Joachim Waterschoot, Maarten Vansteenkiste		
<b><i>Parental Grit and Adolescent Adjustment: The Mediating Role of Parental Burnout</i></b> Nora Vitali, Kaisa Aunola, Ziwen Teuber		
<b>Paper Session 27</b>	<b>Teacher Discourse, Instructional Quality, and Student Motivation</b> Chair: Mathias Huber	23 June 14:30 – 16:00 <b>Room: Sala de Atos</b>
<b><i>Emotions in teacher engaging messages: Their interplay with student outcomes</i></b> Samuel Falcon, Elisa Santana Monagas, Jaime J Leon		
<b><i>Motivational Beliefs as Predictor or Outcome of Instructional Quality?</i></b> Charlott Rubach, Luise von Keyserlingk, Jacquelynne Eccles, Jutta Heckhausen		
<b><i>Teacher fulfilment and student sense of relatedness: The role of emotion in teacher discourse</i></b> Samuel Falcon, Elisa Santana Monagas, Maria Esther Rodriguez-Gil, María Nayra Rodríguez-Rodríguez		

## Posters Sessions 6 - 10

<b>Poster Session 6</b>	<b>Literacy, Writing, and Language-Learning Motivation</b> Chair: David Merry	23 June 16:10 -17:10 <b>Room: 303</b>
<hr/> <p><b><i>P32 - Reading Motivation in Early Elementary Education: What Does a Person-Centered Approach Reveal?</i></b>            Raquel De Sixte, Álvaro Jáñez, Javier Rosales, Marta Ramos</p>		
<hr/> <p><b><i>P33 - Checklist-Guided Feedback as a Tool for Enhancing Agency in Elementary Writing</i></b>            Bente Walgermo, Per Henning Uppstad, Karianne Megard Grønli, Hilde Hagerup, Bjørn Arild Erstrand</p>		
<hr/> <p><b><i>P34 - L2 motivation in Society 5.0: a Japan-Taiwan hybrid online primary EFL project</i></b>            Machiko Kobori</p>		
<hr/> <p><b><i>P35 - Testing the Feasibility of Interest-Based Personalization in Foreign Language Learning</i></b>            Liene Brandhuber, Cora Parrisius, Stephen Bodnar</p>		
<hr/> <p><b><i>P36 - Reading motivation as the key to career choice? The influence of reading in prevocational programs</i></b>            Eveline Wuttke, Vinzent Weber, Jule Hangen</p>		
<hr/> <p><b><i>P37 - From pages to emotions: an online reading experiment in primary school</i></b>            Agnese Nanni, Tino Endres, Sascha Schneider</p>		
<b>Poster Session 7</b>	<b>Mindsets, Expectancy-Value, Goals, and Self-Beliefs</b> Chair: Boreum Kim	23 June 16:10 -17:10 <b>Room: 309</b>
<hr/> <p><b><i>P38 - A New Expectancy-Value Tool for Assessing Parents' Motivational Beliefs on Bilingual Upbringing</i></b>            Julia Pfeiffer, Jean-Louis Berger</p>		
<hr/> <p><b><i>P39 - Mindset and expectancy-value-cost beliefs as predictors of students' situational achievement goals</i></b>            Claudia Daniela Alama Torres, Junlin Yu</p>		
<hr/> <p><b><i>P40 - Reciprocal associations between growth mindset, achievement goals, and academic achievement</i></b>            Jasmin Seppälä, Junlin Yu, Kirsti Lonka</p>		
<hr/> <p><b><i>P41 - How parental mindsets on intelligence and failure shape responses to students' academic performance</i></b>            Anna Delis, Junlin Yu, Katja Upadyaya</p>		
<hr/> <p><b><i>P42 - Timing of Interest and Interest Change connections with Performance and Self-efficacy</i></b>            Alex Shum, Luke Fryer, Chunqi Li</p>		
<hr/> <p><b><i>P43 - Unlocking Potential: Two Sides of Motivation in High-Ability Learners</i></b>            Inbal Shani</p>		

<b>Poster Session 8</b>	<b>Student Well-Being, Burnout, and Anxiety Across Educational Stages</b> Chair: Diana Raufelder	23 June 16:10 -17:10 Room: 310
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<b><i>P44 - Achievement Emotions in Primary and Middle School: The Role of Personality and Emotion Regulation</i></b>		
Giada Vicentini, David Putwain, Roberto Burro, Daniela Raccanello		
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<b><i>P45 - Early Primary School Children's Well-Being: Does Today's Happiness Predict Tomorrow's Well-Being?</i></b>		
Sabrina Förster, Diana Raufelder, Juliane Schlesier		
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<b><i>P46 - Educational Track Differences in School Engagement and Burnout Across Upper Secondary Transition</i></b>		
Fiia Söderholm, Kati Vasalampi, Jaana Viljaranta, Joonas Muotka		
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<b><i>P47 - The development of exhaustion, cynicism, and inadequacy in general upper secondary education</i></b>		
Jaana Viljaranta, Fiia Söderholm, Riikka Hirvonen, Heta Tuominen, Kristiina Lappalainen, Leena Holopainen		
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<b><i>P48 - Student engagement profiles in upper secondary education: Relations to school burnout</i></b>		
Elina Sinkonen, Fiia Söderholm, Jaana Viljaranta, Heta Tuominen		
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<b><i>P49 - Intolerance of Uncertainty and Academic Achievement: The Mediating Role of Test Anxiety</i></b>		
Zita Zeimer, Wendy Symes, Stephanie Lichtenfeld		
<b>Poster Session 9</b>	<b>Reviews, Syntheses, and Intervention Design in Motivation and Emotion</b> Chair: Eric Nising	23 June 16:10 -17:10 Room: 203
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<b><i>P50 - How Are Academic Emotions and Affective Disorders Related in School Students? A Systematic Review</i></b>		
Lina Wirth, Poldi Kuhl		
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<b><i>P51 - Reviewing evidence on effects of lecturer enthusiasm in postsecondary education</i></b>		
Maike Trautner, Lena Kegel		
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<b><i>P52 - Uniting Two Separate Conversations with a Systematic Review: Motivational Interventions and Dropout</i></b>		
Nilani Suriakumar		
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<b><i>P53 - Positive Academic Risk-Taking in Adolescence – A Scoping Review</i></b>		
Jule Schretzmeir, Ita Puusepp, Myrthe Vel Tromp, Johannes C. F. Ket, Tieme Janssen, Hilde M. Huizenga, Nienke van Atteveldt		
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<b><i>P54 - REGUL-EM-I Program: Enhancing Emotional Competencies in Early Childhood</i></b>		
Sílvia Severino-Fanero, Josepa Canals-Sans, Núria Voltas-Moreso		
<hr/>		
<b><i>P55 - Co-designing an Adolescent Mental Health Intervention: Five Lessons from Youth Participation</i></b>		
Harriet Kabo, Sarah Dolaty, Bonamy Oliver, Susie Peter, Anna Raynaud, Matthew P. Somerville, Marthe Wiggers		

Poster  
Session  
10

**Specific Youth Populations, Educational Transitions, and Inequality**

Chair: Jonne Bloem

23 June  
16:10 - 17:10  
Room: 204

***P56 - Motivating behavioural change in delinquent youths: Evidence from a Systematic Review***

Lieke Brouwer, Andrea Donker

***P57 - A Longitudinal Investigation of Prolonged Social Withdrawal Through Social Rank Theory***

Junwen Chen, Angus Cowan, Alysia Robertson, Tegan Cruwys, Olivia Evans

***P58 - Affective dynamics of adolescent biodiversity concern in an outdoor learning context***

Laura Leon Perez, Emmanuel Sander, Catherine Audrin, Julien Mercier

***P59 - Contrast and Assimilation Effects on Motivation Across the Primary-Secondary School Transition***

Isabelle Plante, Kathryn Chaffee, Catherine Fréchette-Simard, Annie Dubeau, Frederic Guay

***P60 - The Role of Stereotype Awareness and Psychological Barriers in Explaining Educational Inequalities***

Dora Popović

***P61 - Motivational Trajectories for Career Choices in Young Adulthood***

Nina Udvardi-Lakos, Jakob Schwerter, Hui Wang, Robert Klassen, Tim Fütterer, Thomas Gfrörer



## Keynote 3

23 June, 17:30 | 18:30

Auditorium 1 (Room 301)



**Tim Urdan**

Professor of Psychology  
Santa Clara University (USA)

### *The Relationship between Motivation and Self-Regulated Learning: A Complexity Perspective*

Self-regulation and motivation are intertwined in a dynamic and reciprocal way. As Zimmerman argued, and a wealth of research has demonstrated, motivational constructs such as goals, values, self-efficacy, and emotions are involved in the planning, performance, and self-reflection stages of self-regulated learning (SRL). Effective use of SRL strategies can also boost motivation, including self-efficacy, valuing, and positive emotions. In this talk, I review some of Zimmerman's work examining the connection between motivation and SRL. Then, I consider the motivation-SRL relationship from a complex-dynamic systems perspective, paying particular attention to two prominent theories of motivation: achievement goal theory and situated expectancy-value theory. Next, I offer suggestions for methodologies that can be used to examine the motivation-SRL relationship in a complex way, borrowing from mixed-methods examples used by other researchers. Finally, I consider two factors that may contribute to active resistance against engaging in self-regulated learning practices.

## SIG Meeting

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Auditorium 1 (Room 301)

## Paper Sessions 28 - 34

<b>Paper Session 28</b>	<b>Feedback, Emotional Regulation, and Performance Appraisals</b> Chair: Anne Frenzel	24 June 9:00 – 10:30 <b>Room: 305</b>
<p><b><i>Who Gets Anxious? Understanding Students' On-Task Affective Responses to Mistakes</i></b>            Reetta Kyynäräinen, Veli-Matti Vesterinen, Elisa Vilhunen, Mikko-Jussi Laakso</p>		
<p><b><i>Puzzling emotions: How emotion regulation shapes the appraisal of competence related feedback</i></b>            Fé De Mulder, Joachim Waterschoot, Maarten Vansteenkiste</p>		
<p><b><i>Adaptive reactions to errors: Results from a prompting approach with primary school students</i></b>            Jana Spear, Donna Bryce, Cara-Sophie Enste, Robert Grassinger, Markus Dresel</p>		
<p><b><i>Success vs. Failure: How Repeated Summative Feedback Shapes Emotions and Working Memory Performance</i></b>            David Sachs, Sara Laybourn, Anne Frenzel, Martin Constant</p>		
<b>Paper Session 29</b>	<b>Expectancy-Value Dynamics Across Time and Contexts</b> Chair: Natalia Molina Otero	24 June 9:00 – 10:30 <b>Room: 306</b>
<p><b><i>Longitudinal Effects of Academic Self-Concept of Ability and Intrinsic Task Value in Adult Learning</i></b>            Kiara-Noel Kamp, Luca Farina Hollricher, Julia Gorges</p>		
<p><b><i>Heterogenous Trajectories of Expectancy, Value, and Cost in Undergraduate Chemistry</i></b>            Kristy Robinson, Patrick N. Beymer</p>		
<p><b><i>Reference Frames Matter: Comparative Stems Shape Trait-State Variance in Expectancy-Value Beliefs</i></b>            Patrick Beymer, Daria Katharina Benden</p>		
<p><b><i>When Do Competence Beliefs and Motivation Influence Each Other? A Timescales Perspective</i></b>            Fernando Nunez- Regueiro, Julien Chanal</p>		
<b>Paper Session 30</b>	<b>Teacher Judgements and Attributions: The Role of Emotions, Motivation, and Student Characteristics</b> Chair: Richard Remedios	24 June 9:00 – 10:30 <b>Room: 307</b>
<p><b><i>Do emotions matter? Effects of anxiety on diagnostic judgements</i></b>            Christin Laschke, Tjorven Lea Seibold, Bettina Rösken-Winter, Lars Meyer-Jenßen</p>		
<p><b><i>Teachers' Controllability Attribution of Students' Low Performance and the Self-serving Bias</i></b>            Anna Maria Höfli-Leitz, Hannah Kleen, Mareike Kunter</p>		
<p><b><i>The role of students reading enjoyment for student teachers judgments of students text comprehension</i></b>            Celina Safferthal, Anja Prinz-Weiß, Samuel Merk</p>		

<b>Paper Session 31</b>	<b>Belonging, Motivation, and Dropout Risk</b> Chair: Sophie von der Mülbe	24 June 9:00 – 10:30 <b>Room: 113</b>
<p><b><i>Affective ties and motivation in uncertainty: pathways against university dropout intentions in Peru</i></b>            Dora Herrera, Marjhorí Gómez Matos, Lennia Matos, Rafael Gargurevich, Benjamin Lira, Rogger Anaya</p> <hr/> <p><b><i>University Students' Motivational Profiles, Sense of Belonging and Drop-out Intentions</i></b>            Henriikka Juntunen, Jaana Viljaranta, Riikka Hirvonen, Markku Niemivirta, Heta Tuominen</p> <hr/> <p><b><i>Psychological Needs Satisfaction Is Related to Increased Engagement through Lower Levels of Distress</i></b>            Ma. Jenina N. Nalipay, I Marie Joy S. Gallemmit, Ronnel Bornasal King</p> <hr/> <p><b><i>Motivation, school belonging, and peer relationships as predictors of middle school grade retention</i></b>            Joana Pipa, Francisco Peixoto</p>		
<b>Paper Session 32</b>	<b>Motivation, Program Design and Interventions Effectiveness</b> Chair: Hanke Korpershoek	24 June 9:00 – 10:30 <b>Room: 202</b>
<p><b><i>Autonomous Motivation in Higher Education: A Systematic Review of Interventions and Effectiveness</i></b>            Rani Dujardin, Fien Eelen, Lynn Van den Broeck, Ilke Grosemans</p> <hr/> <p><b><i>Responsiveness to Quotation-Based Relevance Interventions: Comparing Closed and Open-Ended Responses</i></b>            Luis Fischer, Cora Parrisius, Benjamin Nagengast, Ulrich Trautwein, Hanna Gaspard, Markus Kleinhansl</p> <hr/> <p><b><i>Evaluation of an online tool to support students' subject choices in secondary education</i></b>            Hanke Korpershoek</p> <hr/> <p><b><i>Can a STEAM Teacher Programme Shift Students' Satisfaction of their Basic Psychological Needs?</i></b>            Juliana Abra-Olivato, José Castro Silva</p>		
<b>Paper Session 33</b>	<b>Motivation Regulation and Self-Regulated Learning</b> Chair: Matthew P. Somerville	24 June 9:00 – 10:30 <b>Room: 301 (Aud. 1)</b>
<p><b><i>Motivation regulation strategies among collaborative groups with varying situational motivation</i></b>            Marjo Turunen, Tiina Törmänen, Hanna Järvenoja</p> <hr/> <p><b><i>How Metacognitive Knowledge of Motivation Shapes Regulation in Collaborative Learning</i></b>            Emma Lehtoaho, Aishah Bakhtiar, Tiina Törmänen, Kristiina Mänty, Hanna Järvenoja</p> <hr/> <p><b><i>Profiles of primary school students' regulation strategies and their link to student-related factors</i></b>            Jenni Latva-aho, Héctor J. Pijera-Díaz, Essi Vuopala, Kristiina Mänty, Piia Naykki</p> <hr/> <p><b><i>Promoting Self-Regulated Learning: a Model-Based Evaluation of Learning Diaries</i></b>            Thomas Martens, Christian Weissert</p>		

<p><b>Paper Session 34</b></p>	<p><b>Peer Relations, Social Networks, and Classroom Climate</b> Chair: Alla Hemi</p>	<p>24 June 9:00 – 10:30 <b>Room: 311</b></p>
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***Friendship Networks and the Development of Math Motivation: A Longitudinal Social Network Analysis***

Utku Caybas, Lisa Linnenbrink-Garcia

***Fluctuations in Affect and the Role of Occupation with Schoolwork in Secondary School Students***

Johannes Serfontein, Linda van Zutphen, Laura Huiberts, Johan Lataster, Renate de Groot

***Students' relationship quality in class: Latent profiles, latent transitions and links to motivation***

Juliane Schlesier, Ramona Obermeier, Michaela Gläser-Zikuda

***Social Network Centrality and Emotional Dynamics in Classroom Learning: A Multilevel Approach***

Alla Hemi, Adar Ben-Eliyahu, Martin Daumiller

## Symposia Sessions 13 - 18

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

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

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

## Keynote 4

24 June, 12:30 | 13:30

Auditorium 1 (Room 301)



### Gregory Liem

Associate Professor in the Psychology  
and Child & Human Development  
Academic Department  
**National Institute of Education,  
Nanyang Technological University,  
Singapore**

### *Why We Strive: The Meaning of Goal Pursuit Through a Sociocultural Lens*

Why do people strive? Mainstream theories of motivation have largely answered this question by privileging self-oriented motives such as self-worth, self-enhancement, and self-verification. Accumulating theoretical and empirical work, however, suggests that this emphasis reflects culturally specific assumptions about agency and the self, rather than universal principles of goal pursuit and human behavior more broadly. From a sociocultural perspective—particularly distinctions between independent and interdependent selfhood—striving is not only intrapersonal but also interpersonal, embedded in social relationships, roles, and normative expectations. Goals are therefore often pursued for both self-oriented and socially oriented reasons. Understanding goal pursuit thus requires moving beyond a self or social framing toward an integrative account that considers both motivational orientations together. Although this argument is initially motivated by sociocultural perspectives on how selves are organized across contexts, it becomes increasingly clear that personal and social motives are not culture-bound but are universally available features of human motivation. What varies across cultures, contexts, and individuals is not the presence or absence of these orientations, but their relative salience, expression, and meaning. The presentation concludes by discussing implications for motivation theory and research and for how agency, engagement, and purpose are conceptualized across diverse settings.



## Paper Sessions 35 - 42

<b>Paper Session 35</b>	<b>Emotional Intelligence, Motivation, and Engagement Across Contexts</b> Chair: Daniela Raccanello	24 June 14:30 – 16:00 Room: 135
<b><i>Chinese High School Students' Cross-Domain Motivational Profiles and Their Relations to Engagement</i></b> Yue Sheng		
<b><i>Emotional Intelligence and Conflict Management Styles in Contemporary Work Contexts</i></b> Sílvia Lopes, Soraia Oliveira, Diogo Cerdeira, Ana Sofia Menício, Anabela Rodrigues		
<b><i>When Being Emotionally Intelligent Hurts: Affective Costs of Toxic Leadership</i></b> Anabela Rodrigues, Sílvia Lopes, Ana Sabino		
<b>Paper Session 36</b>	<b>Motivation, Achievement, and Developmental Change</b> Chair: Jelena Radišić	24 June 14:30 – 16:00 Room: 113
<b><i>Reciprocal Relations Between Achievement-Related Emotions and Academic Achievement</i></b> Tahrim Hussain, David Putwain		
<b><i>Beyond the decline: Trajectories of primary school students' motivation across one school year</i></b> Jonne Bloem, Frederic Guay, Lisette Hornstra, Kim Stroet		
<b><i>Reciprocal Effects between Motivation, Effort, Achievement in Secondary and Higher Education</i></b> Meimei Liu, TuongVan Vu, Martijn Meeter, Tieme Janssen, Nienke van Atteveldt		
<b><i>The motivation-achievement reciprocity: a multilevel meta-analysis and an experiment</i></b> TuongVan Vu, Aurelia Lilly Scharmer, Elise van Triest, Nienke van Atteveldt, Martijn Meeter		
<b>Paper Session 37</b>	<b>Teacher Discourse, Motivation and Emotions</b> Chair: Eta Krpanec	24 June 14:30 – 16:00 Room: 305
<b><i>Focusing on lecturers' motivational messages: A field experiment in higher education</i></b> Lena Kegel, Carola Grunschel		
<b><i>Phrase-based Coding Framework for Teachers' Motivational Language Based On Self-Determination Theory</i></b> Asghar Ahmadi		
<b><i>Less fear, more joy? Classroom management, motivation and emotions in physical education</i></b> Tim Haigis, Christin Lotz, Anne Deiglmayr		
<b>Paper Session 38</b>	<b>Motivation, Emotions, and Identity Development in Pre-Service Teachers</b> Chair: Susanne Narciss	24 June 14:30 – 16:00 Room: 311
<b><i>Student teachers' motivation to complete their studies</i></b> Bas Senden, Liva Martinussen		
<b><i>Identifying At-Risk Pre-Service Teachers: Insights from Motivational Profiles</i></b> Liene Brandhuber, Cora Parrisius, Peter Edelsbrunner, Benjamin Nagengast		
<b><i>From learner to teacher: How achievement emotions shape pre-service teachers' self-image</i></b> Vanessa Graf, Lars Meyer-Jenßen		

<b>Paper Session 39</b>	<b>Family Contexts and Students' Well-Being, Motivation, and Academic Outcomes</b> Chair: Thérèse Bouffard	24 June 14:30 – 16:00 Room: 306
<b><i>Parental Accuracy in Judging Children's Life Satisfaction: Prevalence, Predictors, and Implications</i></b> Luofan Shu, Anastasiya Lipnevich		
<b><i>Link of Family and School to Adolescents' Reading Motivation, Metacognition, and Strategy Use</i></b> Peter Seban, Tereza Dubovska, Patricia Jakubcova		
<b><i>Parental involvement and math outcomes across migrant backgrounds: A cross-national analysis</i></b> Mafalda Campos, Francisco Peixoto, Jelena Radišić		
<b><i>Intergenerational Links in Math Anxiety: Longitudinal Evidence from Primary School</i></b> Jonatan Finell		
<b>Paper Session 40</b>	<b>Engagement, Burnout, and School Adjustment Trajectories</b> Chair: Diana Kopačević Olčar	24 June 14:30 – 16:00 Room: 301 (Aud. 1)
<b><i>School enjoyment and social competence: A three-wave study in German lower secondary schools</i></b> Anna Hawrot, Amelie Labsch		
<b><i>Linking School Burnout Symptoms to Later Mental Health Challenges</i></b> Kati Vasalampi, Milja Parviainen, Minna Torppa, Kaisa Aunola		
<b><i>A mixed-method examination of factors contributing to student engagement and burnout</i></b> Aleksandra Huic, Antonija Vrdoljak, Nina Pavlin-Bernardic		
<b><i>Developmental Trajectories of School Engagement and Burnout (Grades 4–8)</i></b> Linda Österholm, Anna Widlund, Johan korhonen		
<b>Paper Session 41</b>	<b>Motivational Outcomes and Emotional Experiences in Applied Learning Contexts</b> Chair: Stefan Markus	24 June 14:30 – 16:00 Room: 202
<b><i>Situated motivation during project-based learning module on climate change</i></b> Veli-Matti Vesterinen		
<b><i>Beyond Knowledge? A systematic review of motivational outcomes in school health education</i></b> Mariana Brazão, Joana Pipa, Francisco Peixoto, Marta Pôjo		
<b><i>Mapping Aesthetic Emotions in Street Art Depicting Sustainability Themes</i></b> Patrícia Arriaga, Erin M. Buchanan		
<b><i>Measuring Emotion Beliefs: A Systematic Review</i></b> Susie Peter, Bonamy Oliver, Harriet Kabo, Anna Raynaud, Marthe Wiggers, Matthew P. Somerville		

<b>Paper Session 42</b>	<b>Reading Motivation and Reading Practices</b> Chair: Pilvi Peura	24 June 14:30 – 16:00 Room: 307
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***Why do some children become avid readers while others do not? Predictors of reader profiles***

Emmi Ulvinen, Maria Psyridou, Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, Minna Torppa

***Triggering and Developing Students' Interest in Reading: A Systematic Review***

Bente Walgermo, Per Henning Uppstad, K. Ann Renninger, Erin McTigue

***Metamotivational Immersive Support for Literacy and Reading Motivation Promotion in At-Risk Children***

Karin Bar-Zvi Shaked, Adina Shamir

***Reading together in the classroom: A Systematic Review and Typology of Practices***

Tine Riis Andersen, Karianne Megard Grønli, Per Henning Uppstad, Bente Walgermo

## Posters Sessions 11 - 14

<b>Poster Session 11</b>	<b>Domain-Specific Motivation and Learning in Mathematics and English</b> Chair: Emeline Siberell	24 June 16:10 - 17:10 Room: 303
<hr/> <p><b>P62 - Associations Between Students' Curiosity, Motivation, and Math Skills</b>            Katrina Nurmoja, Kaja Mädamürk</p>		
<hr/> <p><b>P63 - Grade 9 students' situational expectancies, values, and costs within and across math lessons</b>            Aida Ohtonen, Daniel Ventus, Johan Korhonen, Mats Braskén, Anna Widlund</p>		
<hr/> <p><b>P64 - Early Self-Regulated Learning as a Longitudinal Predictor of Mathematics Achievement</b>            Eliis Ait, Valeri Murnikov, Eve Kikas, Piret Soodla</p>		
<hr/> <p><b>P85 - A Skill-Based Intervention Targeting Mathematics Anxiety and Self-Efficacy</b>            Ellen Sammallahti, Johan Korhonen, Jonatan Finell, Bert Jonsson, Carola Wiklund-Hörnqvist</p>		
<hr/> <p><b>P66 - Leveraging Student Emotions to Enhance Mathematics Engagement and Learning</b>            Destini Braxton, Jonee Wilson</p>		
<hr/> <p><b>P67 - Instructional Quality, Self-Efficacy, and Achievement in English Class</b>            Tatjana Német, Marko Lüftenegger</p>		
<b>Poster Session 12</b>	<b>Teaching Practices, Instructional Quality, and Motivational Support</b> Chair: Quint Oga-Baldwin	24 June 16:10 - 17:10 Room: 309
<hr/> <p><b>P68 - Socio-Cultural Differences in (De)Motivating Teaching Practices: The Role of Teachers' Attitudes</b>            Femke Borst, Barbara Flunger, Lisette Hornstra</p>		
<hr/> <p><b>P69 - Micro-Level Dynamics of Inequality: Differentiation in Need-Supportive and Need-Thwarting Teaching</b>            Teuntje van Heese, Lisette Hornstra, Heleen Pennings</p>		
<hr/> <p><b>P70 - Prerequisites and instructional practices supporting students' psychological needs</b>            Fabian Schächt, Stefan Markus</p>		
<hr/> <p><b>P71 - Teaching experiences' categorical impact on students' motivation to learn in middle school</b>            Luke Fryer, W. L. Quint Oga-Baldwin, Kaori Nakao</p>		
<hr/> <p><b>P72 - Academic Buoyancy as a Moderator between Teacher Clarity and Student Emotions</b>            Javier Sánchez-Rosas, Luis Rojas-Torres</p>		
<hr/> <p><b>P73 - Teacher Achievement Verbalizations and Oral-Exam Avoidance: Emotions and Buoyancy as Mediators</b>            Javier Sánchez-Rosas, Sergio Dominguez-Lara</p>		

Poster  
Session  
13

### Higher Education Adjustment, Persistence, and Academic Success

Chair: Ramona Schöne-Hoffmann

24 June  
16:10 - 17:10  
Room: 310

***P74 - The benefits of Self-Esteem in First-Generation Students' College Adjustment***

Thérèse Bouffard, Marie-Claude Rainville, Carole Vezeau

***P75 - Understanding Student Permanence through a Brief Instrument: Quantitative and Qualitative Evidence***

Karina Curione, Nicolás Chiarino, Florencia Filippi, Nicolás Fiori

***P76 - The Mediating Role of Frustration of Basic Psychological Needs between Entitlement and Burnout***

Diana Kopačević Olčar, Linda Mravunac Fabijanić, Blaženka Bačlija Sušić

***P77 - Motivation and Self-Regulated Learning as Drivers of Academic Success in First-Year Health Students***

Karina Curione, María Noel Alvarez, Teresa Freire

***P78 - The effect of self-compassion intervention on stress in university students***

Takuya Horiki, Ayane Hari, Ayumi Tanaka

Poster  
Session  
14

### Motivation, Work, and Future-Oriented Pathways Beyond School

Chair: Patrícia Arriaga

24 June  
16:10 - 17:10  
Room: 203

***P80 - Meaningful work and reduced procrastination: the role of work engagement and socioemotional skills***

Elisabete Yee Camões, Anabela Caetano Santos, Patrícia Arriaga

***P81 - Would I succeed, is it worth it? Exploring motivation in school-based health education***

Mariana Brazão, Joana Pipa, Marta Pôjo, Francisco Peixoto

***P82 - Motivation and Well-Being Among Platform Workers: A Self-Determination Theory Approach***

Sílvia Lopes, Ana Sofia Menício, Diogo Cerdeira, Soraia Oliveira

***P83 - Emotions and protective policies: Emotional dynamics in housing policy-making in Portugal***

Fernanda Jesus, Ana Neves, Lisete Mónico, Maria Paula Paixão

***P84 - Motivation, Time Use, and Success in Academia: Performance and Well-Being Across Countries***

Johanna Ott, Martin Daumiller, Markus Dresel, Ronja Steinhauser, Stefan Janke, Oliver Dickhaeuser

***P85 - Sports and academic anxiety among youth athlete students: An Experience Sampling Method Approach***

Teresa Silva, Joana Pipa

## Symposia Sessions 19 - 22

<p><b>Symp 19</b></p>	<p><b>Motivation and Agency in Challenging Contexts: Psychological Need Processes in Constraining Contexts</b>            Organiser: Joachim Waterschoot, Lennia Matos            Chair: Joachim Waterschoot            Discussant: Tim Urdan</p>	<p>24 June            17:30 - 19:00  <b>Room: 303</b></p>
<p><b><i>Reversing Classroom Authoritarianism (Teacher Control): Two Catalysts</i></b>            Johnmarshall Reeve, Sung Hyeon Cheon</p>		
<p><b><i>How Political Regimes Shape Anticipated Psychological Need Experiences Under Crisis</i></b>            Joachim Waterschoot, Maarten Vansteenkiste</p>		
<p><b><i>Early adolescent parenting and right-wing authoritarianism and social dominance decades later</i></b>            Daniel Kopala-Sibley</p>		
<p><b><i>Reclaiming Agency Behind Bars: Need-Crafting as a Key Resource For Women Deprived of Liberty</i></b>            Lennia Matos, Sharon Gorenstei, Sofie Morbée, Joachim Waterschoot, Rafael Gargurevich, Jolene Van der Kaap-Deeder, Bart Soenens, Maarten Vansteenkiste</p>		
<p><b>Symp 20</b></p>	<p><b>Peer Relationships and Motivation: Longitudinal and Cross-Cultural Perspectives</b>            Organiser: Alla Hemi, Martin Daumiller            Chair: Alla Hemi, Martin Daumiller            Discussant: Ronnel Bornasal King</p>	<p>24 June            17:30 - 19:00  <b>Room: 307</b></p>
<p><b><i>Peers as Motivators and Effort in German Language Instruction: Development Dynamics in a School Year</i></b>            Diana Raufelder, Sabine Schweder, Lia Grahl</p>		
<p><b><i>Does the Clique Make a Happy Fish? Extending the Happy-Fish-Little-Pond Effect</i></b>            Marion Reindl, Tanja Auer</p>		
<p><b><i>Groups, Goals, Growth: How Peer Acceptance Shapes Student Development in Co-Curricular Activities</i></b>            Gregory Arief D Liem, Jennifer Fredricks</p>		
<p><b><i>Exploring the Directionality of Peer Context and Motivation: A Novel, Cross-cultural Approach</i></b>            Norman Mendoza</p>		

<p><b>Symp 21</b></p>	<p><b>Understanding the Emotional Realities of Teaching Across Countries, Contexts, and Career Stages</b>            Organiser: Anne Frenzel            Chair: Anne Frenzel            Discussant: Tina Hascher</p>	<p>24 June            17:30 - 19:00  <b>Room: 301</b>            (Aud. 1)</p>
<p><b><i>How does it feel to feel? Exploring emotion components in Canadian, German &amp; Taiwanese Teachers</i></b>            Anne Frenzel, Lia Daniels, Yu-Jui Cheng</p> <hr/> <p><b><i>Preservice teachers' emotions, teaching motivations, and beliefs: A multi-method study</i></b>            Catherine Audrin, Marine Hascoët</p> <hr/> <p><b><i>Mapping the ecology of 'out-of-field' mathematics teachers' emotions: Antecedents and consequences</i></b>            Kathryn Holmes, Nathan Berger, Paul Richardson, Helen Watt</p> <hr/> <p><b><i>Teachers' emotional experiences learning to co-plan in a mixed-reality simulation</i></b>            Courtney Bell, Jon Nordmeyer, Mariana Castro</p>		
<p><b>Symp 22</b></p>	<p><b>Promoting Teacher Wellbeing: Interventions and Practices Before and After Career Entry</b>            Organiser: Verena Jörg            Chair: Manuela Haldimann            Discussant: Hui Wang</p>	<p>24 June            17:30 - 19:00  <b>Room: 202</b></p>
<p><b><i>Promoting Pre-Service Teacher Wellbeing Through Resilience: A Digital Intervention</i></b>            Manuela Haldimann, Melanie G. Nuoffer, Anna Pavlova, Irene Guidon, Isabelle Krummenacher, Julia Mori, Tina Hascher</p> <hr/> <p><b><i>Thriving or Surviving? The Paradox of Professional Learning in the Early Career Teaching Phase</i></b>            Helena Granziera, Hoa Nguyen, Dennis Alonzo</p> <hr/> <p><b><i>Teachers' Work-Related Gratitude, Need Satisfaction and Wellbeing: An Intervention Study</i></b>            Verena Jörg, Mareike Kunter, David Simon, Judith Kramer</p>		

## Closing Ceremony

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Auditorium 1 (Room 301)

The 19<sup>th</sup> ICM is supported by:

