

AERA 2016 Motivation in Education SIG Program

Motivation in Education SIG Business Meeting: With Invited Speaker Cynthia Hudley
 Sun, April 10, 6:30 to 8:00pm, Convention Center, Level One, Room 145 A

Co-Sponsored Sessions

Division C Section 2a: Cognitive and Motivational Processes	
Mot SIG Sessions: <ul style="list-style-type: none"> • Engaging male and female STEM students: Investigations of learning environments and teacher influences Mon, April 11, 8:15 to 10:15am, Convention Center, Level 2, Room 207 A • Researching Race and Ethnicity in the Study of Motivation in Educational Contexts Tue, April 12, 10:35am-12:05pm, Convention Center, Level 1, Room 150 B 	DIV C 2a Sessions: <ul style="list-style-type: none"> • Advances in Mindset Research Fri, April 8, 4:05 to 5:35pm, Convention Center, Level One, Room 143 B • What is True about Grit: Relations with Self-Regulation and Motivation, and New Innovative Interventions Sat, April 9, 10:35am-12:05pm, Convention Center, Level 2, Room 207 A
Division E Section 2: Human Development	
Mot SIG Sessions: <ul style="list-style-type: none"> • Roundtable II: Innovative Intervention Research Fri, April 8, 2:15 to 3:45pm, Convention Center, Level Two, Exhibit Hall D Section A • Parental Effects on Adolescents' and Young Adults' Motivation and Career Plans in STEM Sat, April 9, 2:15 to 3:45pm, Convention Center, Level Two, Room 209 A 	DIV E Session: <ul style="list-style-type: none"> • Youth Engagement and Belonging Sun, April 10, 2:45-4:15pm, Convention Center, Level One, Room 145 B
International Relations Committee	
No Mot SIG Sessions	International Relations Comm Session: <ul style="list-style-type: none"> • International comparative studies of teacher motivation and how they matter. Sat, April 9, 8:15 to 10:15am, Convention Center, Level One, Room 147 B
Studying and Self-Regulated Learning SIG (SRRL)	
Mot SIG Session: <ul style="list-style-type: none"> • Motivational, Cognitive, and Dispositional Antecedents of Academic Help Seeking Sun, April 10, 10:35am-12:05pm, Convention Center, Level 1, Room 150 B 	SSRL Session: <ul style="list-style-type: none"> • Examining the Synergistic Relationship Between Motivational Variables and Self-Regulated Learning Sun, April 10, 8:15- 9:45am, Convention Center, Level One, Room 159 B

Symposiums

1. The Roles of Value and Interest in Promoting Learning
[Sat, April 9, 12:25 to 1:55pm, Convention Center, Level Two, Room 206](#)
 - K. Renninger, Swarthmore College (Chair)
 - Allan Wigfield, University of Maryland - College Park (Discussant)
 - Suzanne Hidi, University of Toronto (Discussant)
2. Parental Effects on Adolescents' and Young Adults' Motivation and Career Plans in STEM
[Sat, April 9, 2:15 to 3:45pm, Convention Center, Level Two, Room 209 A](#)
 - Rebecca Lazarides, Technische Universität Berlin (Chair)
 - Jacquelynne Eccles, University of California – Irvine (Discussant)
3. Motivational, Cognitive, and Dispositional Antecedents of Academic Help Seeking
[Sun, April 10, 10:35am to 12:05pm, Convention Center, Level One, Room 150 B](#)
 - Serena Shim, Ball State University (Chair)
 - Kara A. Makara, University of Glasgow (Chair)
 - Stuart A. Karabenick, University of Michigan (Discussant)
4. Extending the Expectancy-Value Model: Definitions and Functions of Cost in Students' Choice, Engagement, and Performance
[Sun, April 10, 2:45 to 4:15pm, Convention Center, Level One, Room 145 A](#)
 - Mimi Bong, Korea University (Chair)
 - Allan L. Wigfield, University of Maryland - College Park (Discussant)
5. Engaging male and female STEM students: Investigations of learning environments and teacher influences
[Mon, April 11, 8:15 to 10:15am, Convention Center, Level Two, Room 207 A](#)
 - Kevin Pugh, University of Northern Colorado (Chair & Discussant)
6. Person-centered Methodologies & Motivation Research: What does it add & Where is it going?
[Mon, April 11, 12:25 to 1:55pm, Convention Center, Level Two, Room 209 A](#)
 - Michael Barge, Duke University (Chair)
 - Stephanie Wormington, Michigan State University (Chair)
 - Lisa Linnenbrink-Garcia, Michigan State University (Chair)
 - Jenefer Husman, Arizona State University (Discussant)
7. Teacher Identity and Motivation: Concepts, Research Designs, and Empirical Examples
[Mon, April 11, 2:15 to 3:45pm, Convention Center, Level One, Room 101](#)
 - Avi Kaplan, Temple University (Chair)
 - Joanna Garner, Old Dominion University (Chair)
8. Researching Race and Ethnicity in the Study of Motivation in Educational Contexts
[Tue, April 12, 10:35am to 12:05pm, Convention Center, Level One, Room 150 B](#)
 - Jessica Decuir-Gunby, North Carolina State University (Chair)
 - Paul Schutz, The University of Texas - San Antonio (Chair)
 - Cynthia Hudley, University of California - Santa Barbara (Discussant)
9. Practice-Relevant Motivation Research 2.0: Building a New Approach
[Tue, April 12, 2:15 to 3:45pm, Convention Center, Level One, Room 144 C](#)
 - DeLeon Gray, North Carolina State University (Chair)

Roundtable I: Advances in Utility-Value Intervention Research

Chair: Chris Hulleman

Fri, April 8, 12:00 to 1:30pm, Convention Center, Level Two, Exhibit Hall D Section A

1. Maximizing Effectiveness: Identifying Beneficial Writing Patterns in Affirmation Interventions
 - Yoi Tibbetts yoi.tibbetts@gmail.com University of Wisconsin
 - Judith Harackiewicz jmharack@wisc.edu University of Wisconsin
2. Value Interventions with Writing and Messages Facilitate Interest and Performance in Undergraduate Physics
 - Taylor Acee aceet@txstate.edu Texas State University-San Marcos
 - Darolyn Flaggs df1170@txstate.edu Texas State University
 - Theresa Hoang th1344@txstate.edu Texas State University
 - Erin Scanlon ems95@txstate.edu
 - Ren VanderLind ren.vanderlind@txstate.edu
3. Understanding Utility-Value Interventions: The Devil Is in the Methodological Details
 - Stacy Priniski spriniski@wisc.edu University of Wisconsin - Madison
 - Judith Harackiewicz jmharack@wisc.edu University of Wisconsin
 - Elizabeth Canning ecanning@wisc.edu University of Wisconsin - Madison
 - Yoi Tibbetts yoi.tibbetts@gmail.com University of Wisconsin
4. Assessing and Predicting Student Treatment Compliance in a Utility-Value Intervention Study
 - Brigitte Brisson brigitte.schreier@uni-tuebingen.de Tuebingen University
 - Chris Hulleman chris.hulleman@virginia.edu University of Virginia
 - Hanna Gaspard hanna.gaspard@uni-tuebingen.de University of Tübingen
 - Isabelle Häfner isabelle.haefner@uni-tuebingen.de University of Tübingen
 - Barbara Flunger Barbara.flunger@uni-tuebingen.de University of Tübingen
 - Anna-Lena Dicke adicke@uci.edu University of California - Irvine
 - Ulrich Trautwein ulrich.trautwein@uni-tuebingen.de University of Tübingen
 - Benjamin Nagengast benjamin.nagengast@uni-tuebingen.de University of Tübingen
5. The Synergistic Effect of Combining Self-generated and Directly Communicated Utility Value Information
 - Elizabeth Canning ecanning@wisc.edu University of Wisconsin - Madison
 - Stacy Priniski spriniski@wisc.edu University of Wisconsin - Madison
 - Yoi Tibbetts yoi.tibbetts@gmail.com University of Wisconsin
 - Judith Harackiewicz jmharack@wisc.edu University of Wisconsin

Roundtable II: Innovative Intervention Research

Chair: Dr. Robert Stupinsky

Fri, April 8, 2:15 to 3:45pm, Convention Center, Level Two, Exhibit Hall D Section A

1. Improving Student Relatedness Through an Online Discussion Intervention: Applying Self-Determination Theory in Synchronous Hybrid Programs
 - Nikolaus Butz nikolaus.butz@my.und.edu University of North Dakota
 - Robert Stupnisky Robert.Stupnisky@email.und.edu University of North Dakota
2. Influence of a Growth Mindset Intervention on Ninth Grade Students' Motivation and Achievement
 - Teresa DeBacker debacker@ou.edu University of Oklahoma
 - Julianna Kershen julianna.kershen@gmail.com The University of Oklahoma
 - Benjamin Heddy heddy@ou.edu University of Oklahoma
 - Jacqueline Goldman jgoldman@ou.edu University of Oklahoma

3. Critical Curiosity: Its Development and Role in Youth Sociopolitical Development
 - Shelby Clark sclark198@gmail.com Boston University
 - Scott Seider seider@bu.edu Boston University
4. Connecting Action to Identity: Developing an Attainment Value Intervention
 - Cameron Hecht caahecht@gmail.com University of Wisconsin - Madison
 - Elizabeth Canning ecanning@wisc.edu University of Wisconsin - Madison
 - Yoi Tibbetts yoi.tibbetts@gmail.com University of Wisconsin
 - Stacy Priniski spriniski@wisc.edu University of Wisconsin - Madison
 - Judith Harackiewicz jmharack@wisc.edu University of Wisconsin

Poster Session I

Sat, April 9, 8:15 to 9:45am, Convention Center, Level Two, Exhibit Hall D

This poster session focuses on motivation among teachers and college students, as well as measurement issues.

1. Measuring Cost in the Learning Context: Scale Development and Initial Validation
 - Yi Jiang jiangyousauce@hotmail.com Korea University
 - Sung-Il Kim sungkim@korea.ac.kr Korea University
 - Mimi Bong mimibong@korea.ac.kr Korea University
2. A meta-analysis of teacher self-efficacy and three dimensions of effective teaching: Main and moderator effects
 - Colleen Kuusinen ckuus@umich.edu University of Michigan
 - Fani Laueremann fanim@uni-bonn.de University of Bonn
 - Stuart Karabenick skaraben@umich.edu University of Michigan
3. Using Nationally Representative Datasets to Study Students' Motivation: Opportunities and Challenges
 - Lauren Musu-Gillette lemusu@gmail.com National Center for Education Statistics
4. Elementary Teachers' pedagogical practices and students' motivational resources in written French
 - Frederic Guay frederic.guay@fse.ulaval.ca Université Laval
 - Pierre Valois pierre.valois@fse.ulaval.ca Université Laval
 - Erick Falardeau erick.falardeau@fse.ulaval.ca
 - Valerie Lessard valerie.lessard@fse.ulaval.ca Laval University
5. Pre-service Teacher Concerns Regarding Data Driven Decision-Making Practices
 - Karee Dunn kdunn15@utk.edu The University of Tennessee – Knoxville
 - Maryke Lee mllee@valenciacollege.edu Valencia College
6. Underpinnings of Expectancies of Success in Mathematics: An Analysis of Key Motivation Antecedents
 - Flaviu Hodis flaviuah@gmail.com Victoria University of Wellington
7. Harnessing Motivational Science to Promote Equitable College Access Through Enhancing The Test-Optional Admission Decision Process
 - Avi Kaplan akaplan@temple.edu Temple University
 - William Black wnblack@temple.edu Temple University
 - James Degnan degnan@temple.edu Temple University
 - Karin Mormando scout@temple.edu Temple University
 - Joseph Du Cette joseph.ducette@temple.edu Temple University
 - Annemarie Hindman ahindman@temple.edu Temple University
 - Will Jordan will.jordan@temple.edu Temple University
 - Yasuko Kanno ykanno@temple.edu Temple University

8. Navigating the First Semester: Implicit Beliefs About Intelligence and Effort Beliefs Among Engineering Undergraduates
 - Kate Snyder kesnyd02@louisville.edu University of Louisville
 - Sebastian Barr bastian.barr@gmail.com University of Louisville
 - Amy Heuser amy.heuser@louisville.edu University of Louisville
 - Nora Honken nora.honken@louisville.edu University of Louisville
 - Patricia Ralston parals01@louisville.edu University of Louisville
9. Attributional Retraining: Facilitating Academic Performance for Failure-Prone Students in Competitive Achievement Settings
 - Patti Parker umparkep@myumanitoba.ca University of Manitoba
 - Raymond Perry rperry@cc.umanitoba.ca University of Manitoba
 - Jeremy Hamm umhamm8@myumanitoba.ca University of Manitoba
 - Judy Chipperfield University of Manitoba
 - Rodney Clifton clifton@ms.umanitoba.ca University of Manitoba
10. Incremental Analysis of "Noncognitive" Predictors of Achievement: Determining Contributions over Measures of Cognitive Ability
 - Lawrence Cho lawrcho@umich.edu University of Michigan - Ann Arbor
 - Stuart Karabenick skaraben@umich.edu University of Michigan
 - William Gehring wgehring@umich.edu University of Michigan
11. Improving Student Success in Developmental Math: A Utility Value Intervention
 - Jeffery Kosovich jjkosy@gmail.com University of Virginia
 - Chris Hulleman chris.hulleman@virginia.edu University of Virginia
 - Julie Phelps JPhelps@valenciacc.edu Valencia College
12. Student engagement through Discussion and Debate
 - Maung Nyeu maung_nyeu@mail.harvard.edu Harvard University
13. Fitting the FIT: Motivation for Becoming a Teacher in Norway and the Netherlands
 - Katrine Nesje katrine.nesje@ils.uio.no University of Oslo
 - Esther Canrinus e.t.canrinus@ils.uio.no University of Oslo
 - Marjon Fokkens-Bruinsma marjon.bruinsma@rug.nl University of Groningen
 - Christian Brandmo christian.brandmo@ils.uio.no University of Oslo

Poster Session II

Mon, April 11, 4:05 to 5:35pm, Convention Center, Level Two, Exhibit Hall D

This poster session focuses primarily on motivation among children and adolescents.

1. Children's Concepts of Motivation across the Elementary School Years
 - Denise Daniels ddaniels@calpoly.edu California Polytechnic State University, San Luis Obispo
2. Adolescent Perceptions of Autonomy-Supportive Instructional Interactions in the Middle Grades
 - Tanner Wallace twallace@pitt.edu University of Pittsburgh
 - Hannah Sung hcs16@pitt.edu University of Pittsburgh
3. Adolescent Motivational Self-Regulation Profiles: Implications for Motivational Beliefs, Achievement, and Engagement
 - Shawn Lampkins-Uthando uThandi@gmail.com University of Illinois at Urbana-Champaign
4. High School Students' Motivations for College-Going and Subsequent College Enrollment

- Donghee Yvette Wohn wohn@njit.edu New Jersey Institute of Technology
 - Nicole Ellison enicole@umich.edu University of Michigan - Ann Arbor
5. Shared Achievement Goals in Collaborative Learning Contexts
 - Karlyn Adams-Wiggins kadamswiggins@uttyler.edu The University of Texas - Tyler
 - Toni Rogat tkrogat@purdue.edu Purdue University
 6. Exploring Motivation of Students with Learning Disabilities Using Latent Class Analysis
 - Alyssa Emery emery.100@osu.edu The Ohio State University
 - Megan Sanders sanders.539@osu.edu The Ohio State University - Columbus
 - Marissa Green marissa.green3@gmail.com The Ohio State University - Columbus
 - Jessica Logan jarlogan@gmail.com The Ohio State University
 - Eric Anderman anderman.1@osu.edu The Ohio State University
 7. Why Do You Study? Age and Domain Differences in Students' Open-Ended Goal Responses
 - Sun Kyung Lee josklove51@gmail.com Korea University
 - Minhye Lee gasifish@gmail.com bMRI/Korea University
 - Mimi Bong mimibong@korea.ac.kr Korea University
 - Sung-II Kim sungkim@korea.ac.kr Korea University
 8. Assessing Adolescents' Motivation to Read
 - Lauren Goldberg lgoldberg9@fordham.edu Fordham Graduate School of Education
 9. Motivation Under the Microscope: A Microgenetic Examination of Motivation to Learn Mathematics
 - Rachel Part part@unlv.nevada.edu University of Nevada - Las Vegas
 - Matthew Bernacki matthew.bernacki@gmail.com University of Nevada - Las Vegas
 - Timothy Nokes-Malach nokes@pitt.edu University of Pittsburgh
 - Vincent Aleven aleven@cs.cmu.edu Carnegie Mellon University
 10. Socially Empowered Learning: Measuring the Effects of a New Model of Student Intellectual Engagement
 - Brittany Harker Martin bhmartin@ucalgary.ca University of Calgary
 - Ann Calvert ann.calvert@ucalgary.ca University of Calgary
 - Sharon Friesen sfriesen@ucalgary.ca University of Calgary
 11. Coolness and Social Goals: Influence on Subsequent Aggression and Engagement during Early Adolescence
 - Sarah Kiefer, Joy Wang, David Harris, Peter Wilson, University of South Florida
 12. Student Perceptions of Mastery Class Goals Mediate Effects of Teacher Instructional Practices on Adolescent Engagement
 - Sarah McKellar smckella@umich.edu University of Michigan - Ann Arbor
 - Allison Ryan aliryan@umich.edu University of Michigan - Ann Arbor
 13. Acknowledging Reciprocity: The Interrelations of Teacher Support, Grades and Student Motivation over Time
 - Anna-Lena Dicke adicke@uci.edu University of California - Irvine
 - Jacquelynne Eccles jseccles@uci.edu University of California – Irvine
 14. Motivation, Resilience, and Rural Students with Learning Disabilities
 - Michael Caprino mcaprino@yahoo.com University of North Carolina - Chapel Hill