

## ***Session 1 (Symposium)***

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### ***A Decade of Teacher Motivation Research: Looking Back and Looking Forward***

**Discussant:** Stuart Karabenick

**Chair:** Fani Lauermann (Session Organizer)

#### **Abstract:**

About a decade ago, educational researchers discovered that whereas much research had focused on student motivation and its educational implications, teachers' motivations had remained largely neglected. This symposium features four examples of current research on teacher motivation from the perspectives of achievement goal theory (Paper 1), expectancy-value theory (Paper 2), socio-cognitive theory (Paper 3), and attribution theory (Paper 4). All four papers focus on three guiding questions: (1) What have we learned about teacher motivation within each of these theoretical frameworks over the past decade? (2) What adaptations of each framework have been necessary in order to study teachers' (as opposed to students') motivations? and (3) What are some of the current challenges and open questions within each framework?

#### **Papers:**

##### ***Achievement Goals for Teaching: Concepts, Findings, and Challenges***

- Ruth Butler, msbutler@mscc.huji.ac.il; Hebrew University of Jerusalem (Presenting Author)
- Limor Shibaz, shibaz.limor@mail.huji.ac.il; Hebrew University of Jerusalem (Non-Presenting Author)

##### ***Teachers' Motivations to Teach: An Expectancy-Value Theoretical Framework and Longitudinal Empirical Findings***

- Helen M.G. Watt, helen.watt@sydney.edu.au; The University of Sydney (Presenting Author)
- Paul W. Richardson, paul.richardson@monash.edu; Monash University (Presenting Author)

##### ***A Review of Teacher Efficacy Research in the Last Decade***

- Rob Klassen, robert.klassen@york.ac.uk; University of York (Presenting Author)
- Tracy Lyn Durksen, tracy.durksen@unsw.edu.au; University of New South Wales (Non-Presenting Author)

##### ***Teacher Responsibility from the Perspective of Attribution Theory***

- Fani Lauermann, fanim@uni-bonn.de; University of Bonn (Presenting Author)
- G. Michael Evers, gmevers@uni-bonn.de; University of Bonn (Non-Presenting Author)
- Daria Katharina Benden, dariabenden@uni-bonn.de; University of Bonn (Non-Presenting Author)

## ***Session 2 (Roundtable)***

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### ***Advances in Interest Research***

**Chair:** Jennifer A. Schmidt, jaschmid@msu.edu; Michigan State University (Chair)

#### **Papers:**

##### ***Testing the Four-Phase Interest Development Survey for Chemistry***

- Joseph E Michaelis, jemichaelis@wisc.edu; University of Wisconsin - Madison (Presenting Author)
- Sally PW Wu, pwwu@wisc.edu; University of Wisconsin - Madison (Non-Presenting Author)
- Martina A Rau, marau@wisc.edu; University of Wisconsin - Madison (Non-Presenting Author)

- Mitchell J. Nathan, mnathan@wisc.edu; University of Wisconsin - Madison (Non-Presenting Author)

***Believing, Feeling and Achieving in Math: Relations among Interest, Self-concept of Ability, Anxiety and Performance***

- qingqing yang, qingqiny@uci.edu; University of California - Irvine (Presenting Author)
- Jacquelynne Eccles, jseccles@uci.edu; University of California - Irvine (Non-Presenting Author)

***Beyond Situational-Individual Distinctions: The Multidimensional Structure of Interest***

- Jael Marjan Draijer, j.m.draijer@iclon.leidenuniv.nl; Leiden University (Presenting Author)
- Sanne Akkerman, s.f.akkerman@uu.nl; Utrecht University (Non-Presenting Author)
- Arthur Bakker, a.bakker4@uu.nl; Utrecht University (Non-Presenting Author)
- Esther Slot, e.m.slot@iclon.leidenuniv.nl; Leiden University (Non-Presenting Author)

***Helping Others is Interesting! Developing and Sustaining Science Interest with Prosocial Utility Value in Textbooks***

- Jeanette Zambrano, jzambrano-w@sdsu.edu; San Diego State University (Presenting Author)
- Garam Lee, GaramAnnLee@gmail.com; San Diego State University (Non-Presenting Author)
- Christina Curti, christinacurti@gmail.com; San Diego State University (Non-Presenting Author)
- Dustin Thoman, dthoman@mail.sdsu.edu; San Diego State University (Non-Presenting Author)

***Investigating the Effects of Interest and Choice: An Experience Sampling Approach***

- Patrick Neil Beymer, pbeyms@gmail.com; Michigan State University (Presenting Author)
- Joshua Michael Rosenberg, jrosen@msu.edu; Michigan State University (Non-Presenting Author)
- Jennifer A. Schmidt, jaschmid@msu.edu; Michigan State University (Non-Presenting Author)

***Session 3 (Roundtable)***

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***Advances in Self-Determination Theory Research***

**Chair:** Johnmarshall Reeve, reeve@korea.ac.kr; Korea University (Chair)

**Papers**

***Controlling Parents Thwart Students' Motivation, Self-Perceptions, and Psychosocial Outcomes: A Meta-Analytic Investigation***

- Carlton Jing Fong, carltonfong@txstate.edu; Texas State University - San Marcos (Presenting Author)
- Ariana Christine Vasquez, ariana.christine.vasquez@gmail.com; University of Pittsburgh (Non-Presenting Author)
- Erika Alisha Patall, patall@rossier.usc.edu; University of Southern California (Non-Presenting Author)

***Principals' Emotional Intelligence and Job Attitudes: On the Mediating Role of Self-Determination at Work***

- Louise Clément, Louise.Clement@fse.ulaval.ca; Université Laval (Presenting Author)
- Claude Fernet, Claude.Fernet@uqtr.ca; Université du Québec à Trois-Rivières (Non-Presenting Author)
- David Litalien, david.litalien@fse.ulaval.ca; Université Laval (Non-Presenting Author)
- Pierre Lapointe, pierre.lapointe@umontreal.ca; Université de Montréal (Non-Presenting Author)

***Students' Agentic Engagement Increases Teachers' Autonomy-Support: The Squeaky Wheel Gets the Grease***

- Lennia Matos, [lenniamatos@gmail.com](mailto:lenniamatos@gmail.com); The Pontifical Catholic University of Peru (Presenting Author)
- Johnmarshall Reeve, [reeve@korea.ac.kr](mailto:reeve@korea.ac.kr); Korea University (Non-Presenting Author)
- Dora Herrera, [diherrer@pucp.pe](mailto:diherrer@pucp.pe); The Pontifical Catholic University of Peru (Non-Presenting Author)
- Mary Claux, [mclaux@pucp.pe](mailto:mclaux@pucp.pe); The Pontifical Catholic University of Peru (Non-Presenting Author)

***Teacher Autonomy Support and Structure: Revisiting the Independent, Interactive and Indirect Relation to Students' Functioning***

- Aikaterini Michou, [aliki.michou@bilkent.edu.tr](mailto:aliki.michou@bilkent.edu.tr); Bilkent University (Presenting Author)
- Athanasios Mouratidis, [thanasis.mouratidis@gmail.com](mailto:thanasis.mouratidis@gmail.com); TED University (Non-Presenting Author)
- Melike Sayil, [melike.sayil@tedu.edu.tr](mailto:melike.sayil@tedu.edu.tr); TED University (Non-Presenting Author)
- Aysenur Alp, [alp.aysenur@gmail.com](mailto:alp.aysenur@gmail.com); Middle East Technical University (Non-Presenting Author)

***When parents support adolescents' career-decisions***

- Idit Katz, [katzid@bgu.ac.il](mailto:katzid@bgu.ac.il); Ben-Gurion University of the Negev (Presenting Author)
- Moran Green-Cohen, [morangreen@gmail.com](mailto:morangreen@gmail.com); Ben-Gurion University of the Negev (Non-Presenting Author)
- Rinat Cohen, [rinat\\_sabag@hotmail.com](mailto:rinat_sabag@hotmail.com); Ben-Gurion University of the Negev (Non-Presenting Author)
- Suzi Marziano-davidpur, [suzidavidpur@gmail.com](mailto:suzidavidpur@gmail.com); Ben-Gurion University of the Negev (Non-Presenting Author)

***Session 4 (Symposium)***

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***Beyond Thematic Coding: Applications of Qualitative Methods to Advance Motivation Studies***

**Discussant:** Debra K. Meyer, [debram@elmhurst.edu](mailto:debram@elmhurst.edu); Elmhurst College

**Chair:** Annette Ponnock, [annetteponnock@gmail.com](mailto:annetteponnock@gmail.com) (University of Maryland—College Park)

**Chair:** Alyssa Emery, [a-emery@onu.edu](mailto:a-emery@onu.edu) (Ohio Northern University)

**Abstract:**

In this interactive symposium, we demonstrate how qualitative methodologies can be used to advance research and interventions related to motivation. Scholars present six distinct approaches to qualitative methodology, ranging from grounded theory, focus groups, and critical discourse analysis, among others, using recent studies as exemplars. The presentations focus on the purposes, protocols, and criteria against which the methodologies should be reviewed. Further, the presentations highlight how qualitative inquiry can bring focus to underrepresented groups, advance theory, and shed new light on perennial questions in motivation research. Ample time for questions and answers, including a break-out session with the presenters, provide an opportunity for attendees to workshop their own research projects.

**Papers:**

***Rural and indigenous adolescents' participation in community based science: Leveraging compatible activity settings for motivation***

- Michael J. Middleton, [michael.middleton@hunter.cuny.edu](mailto:michael.middleton@hunter.cuny.edu); Hunter College (Presenting Author)
- Eleanor Diane Abrams, [eleanor.abrams@unh.edu](mailto:eleanor.abrams@unh.edu); UMass Lowell College of Education (Non-Presenting Author)

Questions or comments can be directed to Dr. Hadley Solomon ([hadley.solomon@unh.edu](mailto:hadley.solomon@unh.edu))

- Erica Jablonski, Erica.Jablonski@unh.edu; University of New Hampshire (Non-Presenting Author)
- Claes Thelemarck, mm5378@hunter.cuny.edu; (Non-Presenting Author)

***Motivation to Read Digital Texts***

- Kristen H. Turner, teachkht@gmail.com; Drew University (Presenting Author)
- Akane Zusho, zusho@fordham.edu; Fordham University (Non-Presenting Author)

***Teacher Beliefs Regarding Students' Culture, Native Language, and Community Life Influencing Instructional Practices***

- Ruby Inez Vega, Ruby.Vega@mcla.edu; Massachusetts College of Liberal Arts (Presenting Author)
- Francesca López, FL@gmail.com; University of Arizona (Non-Presenting Author)

***Taking an Inductive Approach to Explore Teacher Identity Development***

- Ji Hong, jyhong@ou.edu; University of Oklahoma (Presenting Author)
- Dionne Indera Cross Francis, dicross@indiana.edu; Indiana University (Non-Presenting Author)

***Through the Eyes of the Beholder: Students' Descriptions of Mastery and Performance-focused Learning Environments***

- Nancy Seay, nancy.seay@rockets.utoledo.edu; University of Toledo (Presenting Author)
- Revathy Kumar, revathy.kumar@utoledo.edu; University of Toledo (Non-Presenting Author)
- jimmie jones, jjones167@rockets.utoledo.edu; University of Toledo (Non-Presenting Author)

***Critical Discourse Analysis***

- Brooke Y. Hoffman, brooke.hoffman@temple.edu; Temple University (Presenting Author)

***Session 5 (Paper Session)***

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***Bridging the Divide: Applications of Mixed Methods to Advance Motivation Studies***

Chair: Nir Madjar, [madjarn@gmail.com](mailto:madjarn@gmail.com); Bar Ilan University (Chair)

**Papers**

***Student interest during complex problem-solving***

- Maximilian Knogler, maximilian.knogler@tum.de; Technische Universität München (Presenting Author)
- Alex Gröschner, alexander.groeschner@uni-jena.de; Friedrich-Schiller-University Jena (Non-Presenting Author)
- Doris Lewalter, doris.lewalter@tum.de; Technical University of Munich (Non-Presenting Author)

***The motivational nature of gameful learning environments***

- David C. Owens, owensdc@missouri.edu; University of Missouri - Columbia (Presenting Author)
- Cindi Smith-Walters, cindi.smith-walters@mtsu.edu; (Non-Presenting Author)
- Eric Oslund, eric.oslund@mtsu.edu; (Non-Presenting Author)
- Angela T Barlow, abarlow@mtsu.edu; Middle Tennessee State University (Non-Presenting Author)

***Student Attitudes towards Group Discussions***

- Virginia E. Clinton, virginia.clinton@und.edu; University of North Dakota (Presenting Author)
- Alison E. Kelly, alison.e.kelly@email.und.edu; University of North Dakota (Non-Presenting Author)

***Trajectories of Autonomous Motivation Over the First Semester of College: Links to Shifts in Self-Efficacy and Belonging***

- Jennifer Henderlong Corpus, henderlj@reed.edu; Reed College (Presenting Author)

Questions or comments can be directed to Dr. Hadley Solomon ([hadley.solomon@unh.edu](mailto:hadley.solomon@unh.edu))

- Madeline Appelbaum, maddyappelbaum@gmail.com; (Presenting Author)
- Sidney Buttrill, eubuttril@reed.edu; Reed College (Presenting Author)

***Academic Motivation in Undergraduates: A Person-Centered, Mixed-Methods Analysis***

- Madeline Appelbaum, maddyappelbaum@gmail.com; (Presenting Author)
- Jennifer Henderlong Corpus, henderlj@reed.edu; Reed College (Presenting Author)

***Session 6 (Commemoration)***

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***Culture, Context, and Meaning: Honoring Marty Maehr's Contributions to the Field of Achievement Motivation***

**Discussant:**

- Dennis M. McInerney, dennismm@eduhk.hk; The Education University of Hong Kong
- Julianne C. Turner, jturner3@nd.edu; University of Notre Dame

**Chair:**

- Tim Urdan, turdan@scu.edu; Santa Clara University (Session Organizer)
- Stuart A. Karabenick, skaraben@umich.edu; University of Michigan (Chair)

**Abstract:**

The groundbreaking scholarship of Martin L. Maehr, who passed away on January 2017, has been a critical voice underpinning contemporary advances in the field of achievement motivation. This commemoration session brings together Marty's students and colleagues to share and discuss his forward theoretical thinking and empirical work on the roles of culture, context, and meaning-making in motivation in educational settings. The audience will hear reflections on Marty's challenges to the dominant McClelland-Atkinson achievement motive paradigm of the 1960s, the cross-cultural origins of his important contribution to the foundation of achievement goal theory, and the school-wide intervention project that still constitutes one of the most ambitious attempts to change a school's motivational culture.

**Papers:**

***Continuing Motivation***

- Eric M. Anderman, anderman.1@osu.edu; The Ohio State University (Presenting Author)

***Context and Motivation***

- Tim Urdan, turdan@scu.edu; Santa Clara University (Presenting Author)

***Culture and Motivation***

- Akane Zusho, zusho@fordham.edu; Fordham University (Presenting Author)
- Revathy Kumar, revathy.kumar@utoledo.edu; University of Toledo (Presenting Author)

***Motivation and Identity***

- Avi Kaplan, akaplan@temple.edu; Temple University (Presenting Author)

***Session 7 (Symposium)***

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***Family, Friends, and Faculty: How Actual and Perceived Beliefs of Others Shape Students' STEM Motivation***

**Chair:**

- Katherine Marie Muenks, katherinemuenks@gmail.com; Indiana University - Bloomington (Chair)
- Elizabeth Ann Canning, canning@iu.edu; Indiana University - Bloomington (Chair)

**Abstract:**

How do the beliefs and mindsets of others shape students' motivation and achievement in STEM? In this symposium, we will take a social-contextual approach to understanding students' STEM motivation by focusing on the messages they receive from close others. Four studies will explore direct relations between the beliefs of close others—including family, friends, and faculty—and student outcomes, as well as the processes by which certain messages are communicated to, and perceived by, students. These studies employ different aged samples (elementary school students and college students) and use diverse methodologies (including regression, HLM, and path analysis). Findings suggest that close others' beliefs about ability, interest, and failure shape students' own interest, motivational beliefs, and achievement in STEM.

**Papers:**

***Socialization of Elementary Students' Math Mindsets: Parents' Failure Mindsets and Messages***

- Michael M. Barger, mmb42@duke.edu; University of Illinois at Urbana - Champaign (Presenting Author)
- Dajung Oh, doh11@illinois.edu; University of Illinois at Urbana - Champaign (Non-Presenting Author)
- Samantha Shah, sjshah4@illinois.edu; University of Illinois at Urbana-Champaign (Non-Presenting Author)
- Andrei Cimpian, andrei.cimpian@nyu.edu; (Non-Presenting Author)
- Eva M. Pomerantz, pomerntz@illinois.edu; University of Illinois at Urbana-Champaign (Non-Presenting Author)

***When Talking about Their Interest in Science, Social Recognition Feedback Shapes Women's Science Interest Development***

- Christina Curti, christinacurti@gmail.com; San Diego State University (Presenting Author)
- Matthew Jackson, mcjacks@gmail.com; San Diego State University (Non-Presenting Author)
- Jeanette Zambrano, jzambrano-w@sdsu.edu; San Diego State University (Non-Presenting Author)
- Dustin Thoman, dthoman@mail.sdsu.edu; San Diego State University (Non-Presenting Author)

***Perceptions of STEM Professor Mindsets Predict Student Motivation via Psychological Threat***

- Katherine Marie Muenks, katherinemuenks@gmail.com; Indiana University - Bloomington (Presenting Author)
- Elizabeth Ann Canning, canning@iu.edu; Indiana University - Bloomington (Non-Presenting Author)
- Dorainne Levy, dojlevy@indiana.edu; Indiana University (Non-Presenting Author)
- Mary C. Murphy, mcmpsych@indiana.edu; Indiana University (Non-Presenting Author)

***Faculty Mindsets: How Professors' Beliefs about Ability Relate to Students' Experiences and Achievement in STEM***

- Elizabeth Ann Canning, canning@iu.edu; Indiana University - Bloomington (Presenting Author)
- Katherine Marie Muenks, katherinemuenks@gmail.com; Indiana University - Bloomington (Non-Presenting Author)
- Dorainne Levy, dojlevy@indiana.edu; Indiana University (Non-Presenting Author)
- Mary C. Murphy, mcmpsych@indiana.edu; Indiana University (Non-Presenting Author)

***Session 8 (Symposium)***

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***Gender and motivated self-regulation: Patterns, benefits, and costs***

**Discussant:** Deborah Stipek, stipek@stanford.edu; Stanford University

Questions or comments can be directed to Dr. Hadley Solomon ([hadley.solomon@unh.edu](mailto:hadley.solomon@unh.edu))

**Chair:** Ruth Butler, msbutler@mscc.huji.ac.il; Hebrew University of Jerusalem

**Abstract:**

This international symposium presents new research utilizing diverse samples, theoretical perspectives, designs, and measures to advance understanding of the nature, dynamics, antecedents, and consequences of gendered patterns of motivated self-evaluation and regulation. Studied variables include self-evaluative information-seeking, biases and judgments, cheating, help seeking, and teacher evaluations. In common, presenters consider both gender differences and gender similarities in the levels of variables and in associations among them. Another shared focus is on analysing the benefits and costs of gendered patterns for both males and females. Together, the studies show how gender still matters, in both expected and some surprising ways. The emphasis on motivated self-regulation in achievement settings suggests new directions for educational interventions.

**Papers:**

***Gender and Self-Evaluation: Costs and Benefits of Proving and Improving***

- Ruth Butler, msbutler@mscc.huji.ac.il; Hebrew University of Jerusalem

***Student Gender and Teachers' Grading and Written Feedback on Math or Language Assignments***

- Susanne Narciss, susanne.narciss@tu-dresden.de; Technische Universität Dresden (Presenting Author)
- Carolin Schuster, carolin.schuster@leuphana.de; Leuphana Universität Lüneburg (Non-Presenting Author)

***Do Men or Women Cheat More on Exams? How Moral and Motivational Factors Accompany Gender Differences***

- Sofia Eleftheria Gonida, gonida@psy.auth.gr; Aristotle University of Thessaloniki (Presenting Author)
- Stuart A. Karabenick, skaraben@umich.edu; University of Michigan (Non-Presenting Author)
- Maria Tzasta, mariatzasta@psy.auth.gr; (Non-Presenting Author)

***Gender Differences in Help Seeking: More Complex Than Men vs. Women***

- Stuart A. Karabenick, skaraben@umich.edu; University of Michigan (Presenting Author)
- Sofia Eleftheria Gonida, gonida@psy.auth.gr; Aristotle University of Thessaloniki (Non-Presenting Author)

***Session 9 (Symposium)***

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***Motivation and Emotions of University Faculty: Predicting Teaching and Research Performance, Stress, and Well-being***

**Discussant:** Rob Klassen

**Chair:** Robert H. Stupinsky

**Session Summary:**

Optimal performance by post-secondary faculty is critical to student learning and knowledge production, yet higher education research has rarely investigated motivational variables as predictors of faculty cognition and behavior. The objective of this session is to share findings from five empirical studies that applied a range of motivation frameworks including achievement goals, causal attributions, self-determined motivation, and discrete emotions to key faculty outcomes. The papers each use large, international samples and multivariate analytic techniques to examine faculty in the teaching and/or research domains, while additionally considering work environment, stress, well-being, and

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questionable research practices. Findings clearly demonstrate the need for further research on this critical population in higher education, and the potential for motivational perspectives to inform faculty development.

**Papers:**

***Achievement Goals, Professional Development, and Work Stress of Researchers: Results of Two Studies***

- Martin Daumiller, Martin.Daumiller@phil.uni-augsburg.de; University of Augsburg (Presenting Author)
- Markus Dresel, markus.dresel@phil.uni-augsburg.de; Augsburg University (Non-Presenting Author)

***Examining Shady Paths to Research Success: Achievement Goals and the Engagement in Questionable Research Practices***

- Stefan Janke, stefan.janke@uni-mannheim.de; University of Mannheim (Presenting Author)
- Martin Daumiller, Martin.Daumiller@phil.uni-augsburg.de; University of Augsburg (Non-Presenting Author)
- Selma Carolin Rudert, selma.rudert@unibas.ch; University of Basel (Non-Presenting Author)

***The SAS Project: An International Analysis of Causal Attributions and Well-Being in Faculty***

- Nathan C. Hall, nathan.c.hall@mcgill.ca; McGill University (Presenting Author)

***The Influence of Regulatory Styles of Teaching Motivation on Academic Teaching***

- Uwe Wilkesmann, uwe.wilkesmann@tu-dortmund.de; TU Dortmund University (Presenting Author)
- Sabine Lauer, sabine.lauer@tu-dortmund.de; TU Dortmund University (Non-Presenting Author)

***Pretenure Faculty Enjoyment, Anxiety, and Boredom for Teaching and Research: Testing Predictors of Success***

- Robert H. Stupnisky, Robert.Stupnisky@email.und.edu; University of North Dakota (Presenting Author)
- Nathan C. Hall, nathan.c.hall@mcgill.ca; McGill University (Non-Presenting Author)
- Reinhard Pekrun, pekrun@lmu.de; University of Munich (Non-Presenting Author)

***Session 10 (Workshop)***

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***Motivation and Learning: What Is Provocative and/or Novel?***

Chair:

- K. Ann Renninger, krennin1@swarthmore.edu; Swarthmore College (Chair)
- Suzanne E. Hidi, suzanne.hidi@gmail.com; University of Toronto (Chair)

Abstract: This interactive workshop brings together as presenters leading researchers who vary in their training and research methods. They will each provide short papers in which they point to provocative and/or novel insights concerning the relation between motivation and learning.

During the first hour, audience members will join presenters at tables focusing on the following topics:

- Methods and Measures
- Curiosity, Interest, and Boredom
- Rewards and Incentives
- Goals and Value
- Sustained Motivation and Culture



Presenters will provide their statements and together, the presenters and audience at each table will discuss and prepare to share their insights with the group at large. During the last hour, table findings will be shared with the whole group.

**Papers:**

***Motivation and Learning: Measures and Methods***

- Mary D. Ainley, maryda@unimelb.edu.au; University of Melbourne (Presenting Author)
- John G. Ainley, john.ainley@acer.edu.au; Australian Council for Educational Research (Non-Presenting Author)

***Promising Strategies for Addressing the Challenge of Measuring Student Engagement***

- Jennifer A. Fredricks, jfred@conncoll.edu; Connecticut College (Presenting Author)
- Tara Lynn Hofkens, hofkensl@pitt.edu; University of Pittsburgh (Non-Presenting Author)
- Ming-Te Wang, halustayan@gmail.com; University of Pittsburgh (Non-Presenting Author)

***Measuring Motivation in Educational Settings: A Case for Pragmatic Measurement***

- Chris S. Hulleman, chris.hulleman@virginia.edu; University of Virginia (Presenting Author)
- Jeff John Kosovich, jjkosy@gmail.com; University of Virginia (Non-Presenting Author)
- Kenn E. Barron, barronke@jmu.edu; James Madison University (Non-Presenting Author)

***A More Holistic Perspective on Student Motivation: The Case for an Integrative, Person-Oriented Approach***

- Lisa Linnenbrink-Garcia, llgarcia@msu.edu; Michigan State University (Presenting Author)
- Stephanie V. Wormington, svw3f@virginia.edu; University of Virginia (Non-Presenting Author)

***Curiosity as Feelings of Interest and Deprivation***

- Jordan Aries Litman, drjlitman@gmail.com; University of Maine at Machias (Presenting Author)

***Multiple Points of Access for Supporting Interest in Science: Longitudinal Cases***

- Joyce M. Alexander, joycemalexander@tamu.edu; Texas A&M University - College Station (Presenting Author)
- Kathy E. Johnson, kjohnso@iupui.edu; Indiana University - Purdue University at Indianapolis (Non-Presenting Author)

***Only Boring Students get Bored? A New Perspective on Academic Boredom***

- Thomas Goetz, thomas.goetz@uni-konstanz.de; University of Konstanz (Presenting Author)
- Nathan C. Hall, nathan.c.hall@mcgill.ca; McGill University (Non-Presenting Author)

***The Invaluable Warning Signal Of Boredom: How Boredom Can Derail, And Aid, Learning***

- John Eastwood, johneast@yorku.ca; York University (Presenting Author)
- Jennifer Hunter, jahunter@yorku.ca; York University (Non-Presenting Author)

***Neuroscientific and Psychological Approaches to Incentives: Commonality and Multi-faceted Views***

- Kou Murayama, murakou@orion.ocn.ne.jp; (Presenting Author)

***Motivated Memory: What Can We Learn from Cognitive Neuroscience?***

- Kimberly Chiew, Kimberly.Chiew@gmail.com; University of Denver (Presenting Author)
- Alison Adcock, alison.adcock@duke.edu; Duke University (Non-Presenting Author)

***Open Digital Badges and Reward Structures***

- Daniel T. Hickey, dthickey@indiana.edu; Indiana University (Presenting Author)

***The Promise and Peril of Choosing for Motivation and Learning***

- Erika Alisha Patall, patall@rossier.usc.edu; University of Southern California (Presenting Author)
- Sophia Hooper, sophiayang@utexas.edu; (Non-Presenting Author)

***(Re)Conceptualizing Goals***

- Susan B. Nolen, sunolen@uw.edu; University of Washington - Seattle (Presenting Author)

Questions or comments can be directed to Dr. Hadley Solomon ([hadley.solomon@unh.edu](mailto:hadley.solomon@unh.edu))

***Patterns And Profiles In Studying Individual Differences In Motivation And Learning***

- Markku J. Niemivirta, markku.niemivirta@helsinki.fi; University of Helsinki (Presenting Author)
- Antti-Tuomas Pulkka, antti-tuomas.pulkka@mil.fi; National Defense University (Non-Presenting Author)
- Anna Tapola, anna.tapola@helsinki.fi; Institute of Behavioural Sciences (Non-Presenting Author)
- Heta Tuominen-Soini, Heta.Tuominen@helsinki.fi; University of Helsinki (Non-Presenting Author)

***Expectancy-Value Theory and Its Relevance for Student Motivation and Learning***

- Emily Quinn Rosenzweig, emily.rosenzweig@wisc.edu; University of Wisconsin-Madison (Presenting Author)
- Allan L. Wigfield, awigfiel@umd.edu; University of Maryland - College Park (Non-Presenting Author)

***Utility Value And Intervention Framing***

- Elizabeth Ann Canning, canning@iu.edu; Indiana University - Bloomington (Presenting Author)
- Judith Harackiewicz, jmharack@wisc.edu; University of Wisconsin (Non-Presenting Author)

***Unresolved Issues and Future Research Agenda in Self-Efficacy Research***

- Hyun Seon Ahn, iris\_ahn@korea.ac.kr; Korea University - Brain and Motivation Research Institute (Presenting Author)
- Mimi Bong, mimibong@korea.ac.kr; Korea University (Non-Presenting Author)

***Self-regulation of Motivation: A Renewable Resource for Learning***

- Carol Sansone, carol.sansone@psych.utah.edu; University of Utah (Presenting Author)
- Danielle Geerling, danielle.geerling@psych.utah.edu; University of Utah (Non-Presenting Author)
- Dustin Thoman, dthoman@mail.sdsu.edu; San Diego State University (Non-Presenting Author)
- Jessi L. Smith, jsismith@montana.edu; Montana State University (Non-Presenting Author)

***Online Affinity Networks As Contexts For Connected Learning***

- Crystle Martin, cmartin@hri.uci.edu; University of California - Irvine (Presenting Author)

***Affordances. Attention, Learning, and Culture***

- Terri L. Flowerday, tflower@unm.edu; University of New Mexico (Presenting Author)
- Duane F. Shell, duane.shell@gmail.com; University of Nebraska - Lincoln (Non-Presenting Author)

***Session 11 (Business Meeting)***

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***Motivation SIG Business Meeting***

***SIG Chair:*** Ellen Usher

***Program Chair:*** Hadley Solomon

***Treasurer:*** Marcus Johnson

***Graduate Student Officers:*** Carly Champagne and Peter McPartlan

**Description:** Regular business, updates, awards, program information and more in a social event for Motivation SIG members and friends of the SIG.

***Session 12 (Poster)***

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***Motivation in Education SIG Poster Session 1***

Questions or comments can be directed to Dr. Hadley Solomon ([hadley.solomon@unh.edu](mailto:hadley.solomon@unh.edu))

***An Expectancy-Value Approach to Exploring Motivation and its Precursors Among Internationally Adopted Youth***

- Alison C. Koenka, koenka.alison@gmail.com; The Ohio State University (Presenting Author)
- Eric M. Anderman, anderman.1@osu.edu; The Ohio State University (Non-Presenting Author)
- Lynley H. Anderman, anderman.2@osu.edu; The Ohio State University (Non-Presenting Author)
- Sungjun Won, jjun85@gmail.com; The Ohio State University (Non-Presenting Author)

***Expectancies, Values, and Costs: Reciprocal-effects models***

- Rachel Part, part@unlv.nevada.edu; University of Nevada - Las Vegas (Presenting Author)
- Harsha Perera, Harsha.Perera@unlv.edu; University of Nevada - Las Vegas (Non-Presenting Author)
- Matthew L. Bernacki, matt.bernacki@unlv.edu; University of Nevada - Las Vegas (Non-Presenting Author)
- Gwen C. Marchand, gwen.marchand@unlv.edu; University of Nevada - Las Vegas (Non-Presenting Author)

***Do Perceived Costs Affect Achievement in an Undergraduate Biology Course? It Depends on Self-Efficacy***

- Tony Perez, acperez@odu.edu; Old Dominion University (Presenting Author)
- Wanda Brooks, wbroo003@odu.edu; Old Dominion University (Non-Presenting Author)
- Arianna White, awhit141@odu.edu; Old Dominion University (Non-Presenting Author)
- Elizabeth Richmond, liz.richmond89@gmail.com; Old Dominion University (Non-Presenting Author)
- Jennifer G. Cromley, jcromley@illinois.edu; University of Illinois at Urbana-Champaign (Non-Presenting Author)
- Avi Kaplan, akaplan@temple.edu; Temple University (Non-Presenting Author)
- Ting Dai, tdai@uic.edu; University of Illinois at Chicago (Non-Presenting Author)
- Kyle R Mara, kyle.mara@usi.edu; University of Southern Indiana (Non-Presenting Author)
- Hannah Ruck, hruck001@odu.edu; Old Dominion University (Non-Presenting Author)
- Yonaton S. Davidson, yona@temple.edu; Temple University (Non-Presenting Author)
- Michael Balsai, mjbalsai@temple.edu; (Non-Presenting Author)

***Can High Self-Efficacy and Value Buffer Cost? Exploring Interactive Relationships and their Consequences for Engagement***

- Yeo-eun Kim, kim.6105@osu.edu; The Ohio State University - Columbus (Presenting Author)
- Shirley L. Yu, yu.1349@osu.edu; The Ohio State University (Non-Presenting Author)
- Alison C. Koenka, koenka.alison@gmail.com; The Ohio State University (Non-Presenting Author)
- Hye Won Lee, haewon0322@gmail.com; The Ohio State University - Columbus (Non-Presenting Author)
- Andrew Heckler, heckler.6@osu.edu; The Ohio State University (Non-Presenting Author)

***“Fitting” Sense of Belonging in an Expectancy-Value Framework: Directionality and Development Among First-Year College Students***

- Peter McPartlan, pmcpartl@uci.edu; University of California - Irvine (Presenting Author)
- Osman Umarji, oumarji@uci.edu; University of California - Irvine (Non-Presenting Author)

***Making Connections: Belonging in Engineering Fosters Career Intentions Through Value***

- Emily Bovee, emily.a.bovee@gmail.com; Michigan State University (Presenting Author)
- You-kyung Lee, kyunga2617@gmail.com; Michigan State University (Non-Presenting Author)

- Anna Sansone, anna.n.sansone@gmail.com; Department of Defense Education Activity (Non-Presenting Author)
- Daina Briedis, briedis@egr.msu.edu; Michigan State University (Non-Presenting Author)
- S. Patrick Walton, spwalton@egr.msu.edu; Michigan State University (Non-Presenting Author)
- Lisa Linnenbrink-Garcia, llgarcia@msu.edu; Michigan State University (Non-Presenting Author)

***Modeling the concurrent changes in utility value of education, meta-cognitive strategy use, and academic achievement***

- Yuyang Cai, sailor\_cai@hotmail.com; (Non-Presenting Author)
- Ronnel Bornasal King, ronnel.king@gmail.com; The Hong Kong Institute of Education (Presenting Author)
- Dennis M. McInerney, Dennis.Mcinerney@acu.edu.au; Australian Catholic University (Non-Presenting Author)

***Motivation as a Complex System: Semester-Long Recursive Dynamics of Expectancy-Value Constructs in Undergraduate Biology***

- Avi Kaplan, akaplan@temple.edu; Temple University (Presenting Author)
- Xi Hang Cao, xi.hang.cao@temple.edu; Temple University (Non-Presenting Author)
- Ting Dai, tdai@uic.edu; University of Illinois at Chicago (Non-Presenting Author)
- Zoran Obradovic, zoran.obradovic@temple.edu; Temple University (Non-Presenting Author)
- Tony Perez, acperez@odu.edu; Old Dominion University (Non-Presenting Author)
- Jennifer G. Cromley, jcromley@illinois.edu; University of Illinois at Urbana-Champaign (Non-Presenting Author)
- Kyle R Mara, kyle.mara@usi.edu; University of Southern Indiana (Non-Presenting Author)
- Michael Balsai, mjbalsai@temple.edu; (Non-Presenting Author)

***Not All Values Are Created Equal: Development and Roles of Expectancy and Values in Engineering***

- Kristy A. Robinson, kristyarobinson@gmail.com; Michigan State University (Presenting Author)
- You-kyung Lee, kyunga2617@gmail.com; Michigan State University (Non-Presenting Author)
- Emily Bovee, emily.a.bovee@gmail.com; Michigan State University (Non-Presenting Author)
- S. Patrick Walton, spwalton@egr.msu.edu; Michigan State University (Non-Presenting Author)
- Daina Briedis, briedis@egr.msu.edu; Michigan State University (Non-Presenting Author)
- Lisa Linnenbrink-Garcia, llgarcia@msu.edu; Michigan State University (Non-Presenting Author)

***Compensatory Effects between Conscientiousness and Task Values on Academic Outcomes***

- Juyeon Song, sjy1021@korea.ac.kr; Korea University (Presenting Author)
- Hanna Gaspard, hanna.gaspard@uni-tuebingen.de; University of Tübingen (Non-Presenting Author)
- Benjamin Nagengast, benjamin.nagengast@uni-tuebingen.de; University of Tübingen (Non-Presenting Author)
- Ulrich Trautwein, ulrich.trautwein@uni-tuebingen.de; University of Tubingen (Non-Presenting Author)

***Testing Strategies for Communicating Personal and Communal Utility Value***

- Stacy J. Priniski, spriniski@wisc.edu; University of Wisconsin - Madison (Presenting Author)
- Cory Washington, corydw95@gmail.com; (Non-Presenting Author)
- Cameron Hecht, caahecht@gmail.com; University of Wisconsin - Madison (Non-Presenting Author)
- Judith Harackiewicz, jmharack@wisc.edu; University of Wisconsin (Non-Presenting Author)

***Utility-value interventions and college students' persistence in STEM: The role of expectancies and values***

- Cameron Hecht, caahecht@gmail.com; University of Wisconsin - Madison (Presenting Author)

- Judith Harackiewicz, jmharack@wisc.edu; University of Wisconsin (Non-Presenting Author)
- Stacy J. Priniski, spriniski@wisc.edu; University of Wisconsin - Madison (Non-Presenting Author)
- Yoi Tibbetts, yoi.tibbetts@gmail.com; University of Wisconsin (Non-Presenting Author)
- Elizabeth Ann Canning, canning@iu.edu; Indiana University - Bloomington (Non-Presenting Author)
- Janet S. Hyde, jshyde@wisc.edu; University of Wisconsin - Madison (Non-Presenting Author)

### **Session 13 (Poster)**

#### **Motivation in Education SIG Poster Session 2**

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##### **Papers**

##### ***Achievement Emotions from a Trait State Perspective and their Relationships with Perceived Academic Control and Achievement.***

- Lisa Respondek, lisa.respondek@uni-ulm.de; Ulm University (Presenting Author)
- Tina Seufert, tina.seufert@uni-ulm.de; University of Ulm (Non-Presenting Author)
- Ulrike Elisabeth Nett, ulrike.nett@phil.uni-augsburg.de; Augsburg University (Non-Presenting Author)

##### ***Changing Parents' Beliefs About Math Learning and Implications for Constructive Parenting Practices***

- Dajung Oh, doh11@illinois.edu; University of Illinois at Urbana - Champaign (Presenting Author)
- Michael M. Barger, mmb42@duke.edu; University of Illinois at Urbana - Champaign (Non-Presenting Author)
- Samantha Shah, sjshah4@illinois.edu; University of Illinois at Urbana-Champaign (Non-Presenting Author)
- Andrei Cimpian, andrei.cimpian@nyu.edu; (Non-Presenting Author)
- Eva M. Pomerantz, pomertnz@illinois.edu; University of Illinois at Urbana-Champaign (Non-Presenting Author)

##### ***Different Goals, Different Pathways: Performance-approach and Mastery-approach Goals as Direct and Indirect Predictors of Grades***

- Athanasios Mouratidis, thanasis.mouratidis@gmail.com; TED University (Presenting Author)
- Aikaterini Michou, aliki.michou@bilkent.edu.tr; Bilkent University (Non-Presenting Author)
- Ayse Nur Demircioglu, aysenur.demircioglu@hotmail.com; Ankara University (Non-Presenting Author)
- Melike Sayil, melike.sayil@tedu.edu.tr; TED University (Non-Presenting Author)

##### ***Dimensional Comparisons of Subjective Task Values and their Associations with College Major Choice***

- Osman Umarji, oumarji@uci.edu; University of California - Irvine (Presenting Author)
- Jacqueline Eccles, jseccles@uci.edu; University of California - Irvine (Non-Presenting Author)
- Peter McPartlan, pmcpartl@uci.edu; University of California - Irvine (Non-Presenting Author)

##### ***Does it Help to Have "Sisu"? Situational Grit and Challenge in Finnish and American Students***

- Katariina Salmela-Aro, katariina.salmela-aro@helsinki.fi; Cicero Learning, University of Helsinki (Presenting Author)
- Jukka Marjanen, jukka.marjanen@helsinki.fi; University of Helsinki (Non-Presenting Author)
- Barbara Schneider, bschneid@msu.edu; Michigan State University (Non-Presenting Author)

- Jari Lavonen, jari.lavonen@helsinki.fi; University of Helsinki (Non-Presenting Author)
- Christopher R Klager, klagerch@msu.edu; Michigan State University (Non-Presenting Author)

***Dreaming Big at College Graduation: Longitudinal Associations between Career Goal Self-Concordance and Employment Outcomes***

- Ryan C Svoboda, rsvoboda@u.northwestern.edu; Northwestern University (Presenting Author)
- Claudia M Haase, claudia.haase@northwestern.edu; Northwestern University (Non-Presenting Author)

***In Search of Parsimony: Needs Frustration as the Flip Side of Needs Satisfaction***

- Athanasios Mouratidis, thanasis.mouratidis@gmail.com; TED University (Presenting Author)
- Aikaterini Michou, aliki.michou@bilkent.edu.tr; Bilkent University (Non-Presenting Author)
- Melike Sayil, melike.sayil@tedu.edu.tr; TED University (Non-Presenting Author)
- Aysenur Alp, alp.aysenur@gmail.com; Middle East Technical University (Non-Presenting Author)
- Aylin Kocak, aylinkocak@hacettepe.edu.tr; Hacettepe University (Non-Presenting Author)
- Burcu Cuvaz, burcu.cuvaz@tedu.edu.tr; TED University (Non-Presenting Author)
- Sule Selcuk, sule.selcuk@hacettepe.edu.tr; Hacettepe University (Non-Presenting Author)

***Shared Performance Goals Negotiated During Collaborative Group Activity In Inquiry-based Science Classrooms***

- Toni Kempler Rogat, tkrogat@purdue.edu; Purdue University (Presenting Author)
- Karlyn R. Adams-Wiggins, karlyn.adamswiggins@pdx.edu; Portland State University (Non-Presenting Author)
- Temitope Adeoye, adeoye@purdue.edu; Purdue University (Non-Presenting Author)
- Zhiping Zhang, zhan1649@purdue.edu; Purdue University (Non-Presenting Author)

***Storm and stress or long-lasting drizzle? Meta-analysis of motivational development in school-aged children***

- Vsevolod Scherrer, scherrer@uni-trier.de; (Presenting Author)
- Franzis Preckel, preckel@uni-trier.de; University of Trier (Non-Presenting Author)

***System-Justifying Ideologies and Academic Achievement Among Ethnic Minority Youth***

- Cyrell Roberson, cyrell.roberson@berkeley.edu; University of California - Berkeley (Presenting Author)

***The SAS Project: An International Analysis of Self-efficacy and Well-being in Graduate Students***

- Samira Feizi, samira.feizi@mail.mcgill.ca; McGill University (Presenting Author)
- Nathan C. Hall, nathan.c.hall@mcgill.ca; McGill University (Non-Presenting Author)
- Anna Sverdlik, anna.sverdlik@mail.mcgill.ca; McGill University (Non-Presenting Author)
- Hui Wang, hui.wang4@mail.mcgill.ca; McGill University (Non-Presenting Author)

***The mediating role of peer motivational climate between mastery goal structure and social goal orientations***

- Nir Madjar, madjarn@gmail.com; Bar Ilan University (Presenting Author)
- Melissa Karakus, Murphy2alum@aol.com; School District of Philadelphia (Non-Presenting Author)

***Who's Ready to Collaborate? Surveying Self-efficacy for Interdisciplinary Work***

- Danielle Hagood, dhagood@ucdavis.edu; University of California - Davis (Presenting Author)
- Megan E. Welsh, welsch.megan@gmail.com; University of California - Davis (Presenting Author)
- Debbie Niemeier, dniemeier@ucdavis.edu; University of California - Davis (Non-Presenting Author)
- Duncan Temple Lang, dtemplelang@ucdavis.edu; University of California - Davis (Non-Presenting Author)

- Annamaria Amenta, amenta@ucdavis.edu; University of California - Davis (Non-Presenting Author)
- Jonathan Eisen, jaeisen@ucdavis.edu; University of California - Davis (Non-Presenting Author)

**“One of few”: A qualitative exploration of academic motivation strategies among Black students attending PWIs**

- Seanna C Leath, seanna.leath@gmail.com; University of Michigan - Ann Arbor (Presenting Author)
- Asya Harrison, asyaah@umich.edu; University of Michigan - Ann Arbor (Non-Presenting Author)
- Channing Jamielle Mathews, cjmath@umich.edu; University of Michigan - Ann Arbor (Non-Presenting Author)
- Tabbye Maria Chavous, tchavous@umich.edu; University of Michigan (Non-Presenting Author)

**Session 14 (Symposium)**

**New Empirical Insights on What Energizes Learners – A Session on Emotions and Engagement**

**Discussant:** Thomas Goetz thomas.goetz@uni-konstanz.de; University of Konstanz

**Chair:**

- Lia Marie Daniels, lia.daniels@ualberta.ca; University of Alberta (Chair)
- Anne C. Frenzel, frenzel@psy.lmu.de; University of Munich (LMU) (Chair)

**Session Summary:** Education increasingly focuses on technologically-enhanced teaching and opportunities to learn seem endless in our societies. Nevertheless, skilled experts are still lacking in many fields, specifically in STEM, and substantial human intellectual potential seems to remain untapped because of the challenge to energize learners. Our symposium brings together leading researchers examining emotions and engagement in students ranging from Grade 5 to college, in STEM content areas, and in response to technological advances such as online video lectures and computer-based testing. Various methodologies are employed (including quasi-experimental, diary studies, and behavioral log-files) and sophisticated analysis procedures are used (including multi-level modeling, latent class and growth mixture modeling). Collectively, the papers add significant contributions to our understanding of how to energize learners.

**Papers:**

**Patterns of Control-Value Beliefs as Predictors of Emotions: A Latent Class Analysis**

- Anne C. Frenzel, frenzel@psy.lmu.de; University of Munich (LMU) (Presenting Author)
- Reinhard Pekrun, pekrun@lmu.de; University of Munich (Non-Presenting Author)
- Julia Hoelzl, Julia.Hoelzl@psy.lmu.de; University of Munich (Non-Presenting Author)

**Traits, States, and Previous Experiences in Students’ Enjoyment and Boredom in Mathematics Classes**

- Ulrike Elisabeth Nett, ulrike.nett@phil.uni-augsburg.de; Augsburg University (Presenting Author)
- Reinhard Pekrun, pekrun@lmu.de; University of Munich (Non-Presenting Author)
- Kristina M. Reiss, reiss@tum.de; TU München (Non-Presenting Author)
- Stefan Ufer, ufer@math.lmu.de; University of Munich (Presenting Author)

**Motivational Gender Inequity in High School Science Classrooms**

- Erika Alisha Patall, patall@rossier.usc.edu; University of Southern California (Presenting Author)

- Rebecca Rose Steingut, rebeccarosesteingut@gmail.com; Teachers College, Columbia University (Non-Presenting Author)
- Jen L. Freeman, jenfreeman.jlf@gmail.com; The University of Texas - Austin (Non-Presenting Author)
- Keenan A. Pituch, kpituch@austin.utexas.edu; The University of Texas - Austin (Non-Presenting Author)
- Ariana Vasquez, ariana.crowther@gmail.com; (Non-Presenting Author)

***How Score Versus Satisfaction Relate to Students' Emotions following a Computer-based Test***

- Lia Marie Daniels, lia.daniels@ualberta.ca; University of Alberta (Presenting Author)
- Lily Le, lle1@ualberta.ca; University of Alberta (Non-Presenting Author)
- Lindsey Nadon, lnadon@ualberta.ca; University of Alberta (Non-Presenting Author)

***Patterns of Engagement in a Flipped Undergraduate Class: Antecedents and Outcomes***

- Joshua Michael Rosenberg, jrosen@msu.edu; Michigan State University (Presenting Author)
- You-kyung Lee, leeyouky@msu.edu; (Non-Presenting Author)
- Kristy A. Robinson, kristyarobinson@gmail.com; Michigan State University (Non-Presenting Author)
- John Ranellucci, johnranellucci@gmail.com; Hunter College (Non-Presenting Author)
- Cary J. Roeth, croeth@msu.edu; Michigan State University (Presenting Author)
- Lisa Linnenbrink-Garcia, llgarcia@msu.edu; Michigan State University (Non-Presenting Author)

***Session 15 (Symposium)***

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*The "What" and "Why" of Achievement Motivation: Antecedents, Consequences, and Mechanisms of Achievement Goal Complexes*

**Discussant:** Andy Elliot

**Chair:** Nicolas Sommet

**Abstract:** A full account of achievement motivation must address the question of what individuals want to achieve (the achievement goal component) as well as the question of why they want to achieve (the reasons behind achievement goals). The six contributions of the present symposium document socio-structural antecedents (power, status, competition), psychological mechanisms (challenge and threat appraisals), and consequences (e.g., on self-efficacy, cheating, performance) of particular achievement goal-reason combinations (i.e., achievement goal complexes). Various conceptual approaches are used to operationalize the reason component of achievement goal complexes, from social value, to social motives, to self-determination theory constructs. This symposium advances our knowledge regarding the conceptualization of achievement motivation, enabling scholars to more accurately predict achievement outcomes and behaviors.

**Papers:**

**Social Position and Performance-Approach Goal Endorsement: the Mediating Role of Social Value**

- Mickaël Jury, mickael.jury@espe-Inf.fr; Ecole Supérieure du Professorat et de l'Education - Lille Nord de France (Presenting Author)

**Pro-Social School Motives and Performance Goals: A Complex Combination**

- Corwin Senko, senkoc@newpaltz.edu; State University of New York - New Paltz (Presenting Author)

**Highly Selective Exams, Controlled Regulation of Performance Goals and Information Sharing**



- Nicolas Sommet, nicolas.sommet@unil.ch; University of Lausanne (Presenting Author)
- Fabrizio Butera, fabrizio.butera@unil.ch; University of Lausanne (Non-Presenting Author)

**Are You Encouraging Your Students to Cheat? How Task Instruction Style Impacts Cheating Behavior**

- Caroline Pulfrey, carojulia@me.com; (Presenting Author)
- Aikaterini Michou, aliki.michou@bilkent.edu.tr; Bilkent University (Non-Presenting Author)
- Maarten Vansteenkiste, maarten.vansteenkiste@ugent.be; University of Leuven (Non-Presenting Author)

**Towards a Systematic Study of the Autonomous and Controlled Reasons Underlying Achievement Goals**

- Maarten Vansteenkiste, maarten.vansteenkiste@ugent.be; University of Leuven (Presenting Author)
- Jochen Delrue, Jochen.Delrue@UGent.be; Ghent University (Non-Presenting Author)
- Leen Haerens, Leen.Haerens@UGent.be; Ghent University (Non-Presenting Author)
- Athanasios Mouratidis, thanasis.mouratidis@gmail.com; TED University (Non-Presenting Author)

**Bad Goals, Good Reasons: A Social Value Approach to Study Performance-Avoidance Goals and Cognitive Performance**

- Wojciech Świątkowski, Wojciech.Swiatkowski@unil.ch; University of Lausanne (Presenting Author)
- Benoît Dompnier, benoit.dompnier@unil.ch; University of Lausanne (Non-Presenting Author)

**Session 16 (Symposium)**

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***Understanding and Measuring Achievement Motivation in Diverse Contexts Using Practical Measures: Expectancies, Values, and Costs***

**Discussant:** Chris S. Hulleman, chris.hulleman@virginia.edu; University of Virginia

**Chair:** Erik Ruzek, eruzek@virginia.edu; University of Virginia

**Abstract:**

The expectancy-value theory of motivation is widespread because it integrates varying motivational theories and it powerfully explains behavior. Recent research differentiates the theory's value aspect given evidence that cost is a distinct motivational component. In this symposium, researchers will present papers on measuring expectancy-value-cost in diverse populations, using varying methodologies, and that extend findings from prior single-sample studies, including in a sample of urban, low-income African American 3rd-5th graders, a cross-cultural comparison of value and cost among Chinese, South Korean, and German adolescents, a mixed-methods examination of U.S. college students' open-ended responses to a question about what motivated them during a short, 4-week course, and a U.S. and Canadian college student study of the multiple dimensions of cost.

**Papers:**

***Measurement of Expectancy, Value, and Cost Motivation in Young Ethnically Diverse Student Populations***

- David McKinney, demckinney@gmail.com; Johns Hopkins University (Presenting Author)
- Jeffrey Grigg, jeffreygrigg@gmail.com; Johns Hopkins University (Non-Presenting Author)
- Erik Ruzek, eruzek@virginia.edu; University of Virginia (Non-Presenting Author)
- Carolyn Parker, carolyn.parker@jhu.edu; Johns Hopkins University (Non-Presenting Author)

***Exploring the Cross-Cultural Validity of a Value/Cost Scale in Three Countries***

Questions or comments can be directed to Dr. Hadley Solomon ([hadley.solomon@unh.edu](mailto:hadley.solomon@unh.edu))

- Yi Jiang, yijiang1104@gmail.com; East China Normal University (Presenting Author)
- Hanna Gaspard, hanna.gaspard@uni-tuebingen.de; University of Tübingen (Non-Presenting Author)
- Heide Kneissler, heide.kneissler@uni-tuebingen.de; University of Tuebingen (Non-Presenting Author)
- Benjamin Nagengast, benjamin.nagengast@uni-tuebingen.de; University of Tübingen (Non-Presenting Author)
- Jeessoo Lee, heartsease0704@gmail.com; Korea University (Non-Presenting Author)
- Mimi Bong, mimibong@korea.ac.kr; Korea University (Non-Presenting Author)

***An Explanatory, Mixed-Method Study of Expectancy, Value, and Cost in College Courses***

- Steve Getty, sgetty@bscs.org; BSCS Center for Research and Evaluation (Presenting Author)
- Kenn E. Barron, barronke@jmu.edu; James Madison University (Non-Presenting Author)

***The psychological cost(s) of learning: A multidimensional approach to investigating cost and its relationship with expectancy, value, interest, and performance***

- Jessica Kay Flake, kayflake@gmail.com; York University (Presenting Author)
- Melissa Ferland, melfer@yorku.ca; York University (Non-Presenting Author)
- Kenn E. Barron, barronke@jmu.edu; James Madison University (Non-Presenting Author)

***Session 17 (Roundtable)***

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***Wellness, Burnout, and Teaching: Relations to Motivation in Academic Contexts***

**Chair:** Annette Ponnock, annetteponnock@gmail.com; University of Maryland - College Park (Chair)

**Papers:**

***Outcomes and Antecedents of Teacher Depersonalization: A Longitudinal Field Study***

- Moti Benita, benitamoti@edu.haifa.ac.il; University of Haifa (Presenting Author)
- Ruth Butler, msbutler@mcc.huji.ac.il; Hebrew University of Jerusalem (Non-Presenting Author)

***Perceived Mattering and Role Stress as Antecedents to Physical Education Teachers' Psychological Need Satisfaction***

- Nicholas Washburn, nick.washburn@wwu.edu; Western Washington University (Presenting Author)
- Kevin Andrew R. Richards, karichards2@ua.edu; University of Alabama (Non-Presenting Author)
- Oleg A Sinelnikov, osinelnikov@bamaed.ua.edu; University of Alabama (Non-Presenting Author)

***Towards More Enjoyment and Less Anxiety and Boredom: The Role of Teachers' Diagnostic Skills***

- Andrea Westphal, andrea.westphal@uni-potsdam.de; University of Potsdam, Germany (Presenting Author)
- Julia Kretschmann, julia.kretschmann@uni-potsdam.de; Universität Potsdam (Non-Presenting Author)
- Anna Gronostaj, anna.gronostaj@uni-potsdam.de; Universität Potsdam (Non-Presenting Author)
- Miriam Vock, miriam.vock@uni-postdam.de; Universität Postdam (Non-Presenting Author)

***The Outcomes of Psychological Need-Support Among Pre-Service Teachers: Multicultural and Self-Determination Theory Perspectives***

- Haya P. Kaplan, kaplanh@kaye.ac.il; Kaye Academic College of Education (Presenting Author)

Questions or comments can be directed to Dr. Hadley Solomon ([hadley.solomon@unh.edu](mailto:hadley.solomon@unh.edu))

- Nir Madjar, madjarn@gmail.com; Bar Ilan University (Presenting Author)

***Teacher Need-Supportive Practices and Student Needs Satisfaction Mediating Teacher and Student Motivation***

- Inok Ahn, iahn@purdue.edu; Purdue University (Presenting Author)
- Helen Patrick, hpatrick@purdue.edu; Purdue University (Non-Presenting Author)
- Ming Ming Chiu, mingmingchiu@gmail.com; The Education University of Hong Kong (Non-Presenting Author)