**Poster Session: Contemporary Research in Educational Psychology**

Thursday – August 7, 2014

9:00 AM  9:50 AM, Convention Center - Halls D & E

*Measuring Cognitive Redefinition: Fostering Deeper Self-Understanding of Teacher-Efficacy*
Kendra J. Thomas, Wilfridah Mucherah

*The Impact of a Therapy Dog Program on Children’s Reading Ability and Attitude Towards Reading*
Jean P. Kirnan, Steven Siminerio, Zachary Wong

*An Examination of the Worked Example Effect for Conceptual and Procedural Knowledge in Calculus*
Charlyn W. Shaw, Rayne A. Sperling, David C. Falvo, Peter T. Olszewski

*Beyond Mean Math Score Differences: Differential Item Functioning Within a Math Self-Concept Measure*
Mary E. Ignagni, Jessica Anderson, Charles S. Scherbaum

*Children’s Use of Inscriptions in Reasoning About Socioscientific Issues*
Sihan Xiao, William A. Sandoval

*Examining Teacher Immediacy and Student Note Taking As Predictors of Lecture Retention*
Megan C. McKnight, Amy Roberts, Denise Friedman

*The Effects of Differentiated Instruction on Student Belonging and Engagement*
Nicholas M. Nardi, Gwen C. Marchand

Procrastination and Academic Level As Factors Influencing Academic Integrity
Edan Packin

*A Qualitative Study of Embeddedness in STEM Majors*
Valerie J. Morganson, Valerie Streets, Debra A. Major, Michael L. Litano, Dante P. Myers

*Children’s Adjustment in First Grade: Can Parent Involvement at School Make a Difference?*
Irina Kalutskaya, Kathleen Rudasill

*Perceived Control Moderates Associations Between Defensive Pessimism and Academic Performance*
Bhavini Prajapati, Ashley Borders

*Reading Medium and Note-Taking Methods Matter for Reading Comprehension*
Denise R. Friedman, Cynthia Cook

*A Brain-Based Intervention Program That Changes Cognition*
Kim R. Fitzer, Hanna A. Kubas, Jessica A. Carmichael, Sara C. Holland, Howard Eaton, James B. Hale

*Academic Self-Efficacy, Academic Stress, and Cultural Values in an International Learning Community*
Matthew J. Zagumny, Kevin McPeak, Laura Burton,

*The Relationship Between Self-Efficacy and Emotions Among Asian Teachers: China, Korea, and Japan*
Ji Hong, Jiening Ruan, Sula You, Hitomi Kambara

*Academic Cheating in Disliked Classes*
Eric M. Anderman, Rashea Hamilton, Kathryn M. Kirkpatrick
A Mixed-Method Comparison of High and Low Achieving Students on Self-Regulated Learning Variables
Daniell DiFrancesca, John L. Nietfeld, Li Cao

Mistakes Breed Success: Perception of Errors and Its Relations With Classroom Goal Structure, Achievement Goal Orientation, and Achievement-related Outcomes
Jongho Shin, Hyosik Choi, Hyeyoung Hwang, Eun Mo Yeon

The Effects of Writing Instructions on Undergraduate Students’ Writing Self-Efficacy and Performance
Shiyuan Wang, Douglas F. Kauffman

Following Through: Alignment of Rural Youth’s Educational Aspirations and Actual College Enrollment
Judith L. Meece, Hyeyoung Hwang, Charlotte A. Agger, Soo-yong Byun

Preservice Teachers’ Approaches to Working With Learners Who Struggle
Heidi L. Burross, Amy Olson, Elizabeth J. Freiberg

The Effect of Happiness on Academic Achievement and Vocational Identity
Jiyeon Min, You-kyung Lee, Soowon Park

Maternal Characteristics, Parenting Behaviours and Adolescents’ Adjustment
Cen Wang, Serena Shim

Effects of Social Status on Student Engagement During Small-Group Discussions
Jing Chen, Tzu-Jung Lin

Teacher and Student Perceptions of Respect in the Teacher-Student Relationship
Robin R. Roberson

Gifted Students’ Perceptions of Gifted Programs: an Exploratory Inquiry Into Their Academic and Social-Emotional Functioning
Anastasia Kitsantas, Lori C. Bland, David Chirinos

Meta-Analysis of Cooperative Learning Activities on Student Outcomes
Kasey L. Powers, Dina Shevchenko, Patricia J. Brooks

Factors Influencing Student Intentions to Pursue a STEM Career in a Nationally Representative Sample
Anthony Derriso

Social Annotation Tools May Facilitate Computer-Supported Learning
Umit Tokac, Selen Razon

School Connectedness As a Protective Factor for Latino Youth
Kate Niehaus, Matthew Irvin, Sandra Rogelberg

An Online Coaching System for Academic Writing and Digital Plagiarism
Douglas F. Kauffman, Yashu Kauffman

The Importance of “why”: Motivational Orientations in Long-Term Educational Outcomes
Amanda K. Sommerfeld, Alexandra List

Navigating Multiple Sources: Examining Source Access Order and the Role of Question Type
Emily M. Grossnickle, Patricia A. Alexander

Thursday – August 7, 2014
10:00 AM  10:50 AM, Convention Center - Room 155

*Student Motivation for Mathematics and High versus Low Stakes Test Achievement*
Rahila M. Simzar

*Initial Validation of a Comprehensive Measure of School Racial Climate*
Christy M. Byrd

*Health Status, Perceived School Belonging, and On-time High School Completion*
Kathryn M. Kirkpatrick

**Paper Session: Promoting a SelfUnderstanding of Motivation and Performance**
Thursday – August 7, 2014
11:00 AM  11:50 AM, Convention Center - West Overlook Room

*The Impact of Thinking like a Scientist on Adolescents' Misconceptions*
Maggie D. Renken, Merrin Oliver, Carmen Carrion

*Actual Self, Potential Self, and Desirable Self: Re-Defining Self-Confidence*
Dengting Boyanton

*Promoting Identity Exploration In Educational Settings: A Framework for Interventions*
Avi Kaplan, Hanoch Flum

**Invited Session: Little Known Truths, Seething Scandals, and Science in the History of Motivation – Bernard Weiner**
Thursday – August 7, 2014
12:00 PM  1:50 PM, Convention Center – 209A

**Symposium: Single-Sex Schooling: What Do the Data Say?**
Thursday – August 7, 2014
2:00 PM  2:50 PM, Convention Center - Room 155

Chair: Janet Hyde

*Gender Differences and the Neuroscience of Single-Sex Schooling*
Lise Eliot

*The Effects of Single-Sex Schooling: A Random Assignment Design in Korea*
Erin Pahlke, Janet Hyde

*The Effects of Single-Sex Schooling on Students: A Meta-Analysis*
Janet Hyde, Erin Pahlke

**Division 15 Executive Committee Meeting and Publications Meeting**
3:00 PM  5:50 PM, Marriott Marquis Washington D.C. Hotel – LeDriot Park Room
Paul R. Pintrich Outstanding Dissertation Award – Kate Niehaus
Friday – August 8, 2014
9:00 AM  9:50 AM, Convention Center – Room 204C

Richard E. Snow Award for Early Contributions – Kou Murayama
Friday – August 8, 2014
10:00 AM  10:50 AM, Convention Center – Room 204A

E.L. Thorndike Career Achievement Award in Educational Psychology – Sandra Graham
Friday – August 8, 2014
11:00 AM  11:50 AM, Convention Center – Room 209A

Paper Session: Contemporary Research on Students' Self-Control and Mental Representations
Friday – August 8, 2014
4:00 PM  4:50 PM, Convention Center – Room 209A

Do Children Mentally Represent The Shapes Of Objects During Comprehension Of Texts?
Juliane Hauf

Development Of Children’s Mental Representations Of Auditory And Audiovisual Information
Wienke Wannagat

Effortful to Effortless: Study Habits Explain Relation Between Self-Control and Academic Performance
Brian Galla
Saturday – August 9, 2014

Graduate Student Breakfast with Division 15 Past Presidents
Saturday – August 9, 2014
8:00 AM  8:50 AM, Marriott Marquis Washington D.C. Hotel – Mint Room

Poster Session: Contemporary Research in Educational Psychology – II
Saturday – August 9, 2014
9:00 AM  9:50 AM, Convention Center - Halls D & E

An Examination of Academic Coping and Burnout Among Taiwanese Adolescents
Shu-Shen Shih

Change in Achievement Goals Across a Semester: the Role of Performance Feedback and Self-Efficacy
Caroline O. Hart, Christian E. Mueller

Expanding the Pipeline to the Poor and Underserved: Minority Students' Career Persistence
Constance Tucker

"RTI Can't Make You Care": A Critical Race Analysis of Teacher Beliefs and RTI Interventions
Hannah C. Baggett, Lucy D. Jones, Shanita S. Brown

Effects of Teacher Feedback on the Relation of Students' Mathematical Performance to Self-Regulated
Yashu Kauffman, Ruth Heaton

Exploring Approach and Avoidance Motives for Educational Tasks
Marcus L. Johnson, Jessica Kestler

The Impact of School Resistance and Self-Monitoring Strategies on Latino Achievement
Rebecca Covarrubias, Jeff Stone

Predicting Mathematic Learning Goal Orientation and Ability Belief by Using the Clusters of Volition
Ru-Huei Dai, Kuo-Nan Mao

"learning by Teaching Versus Learning for Learning in Technology-Rich Environment"
Cynthia Psaradellis, Krista Muis, Susanne Lajoie, Marianne Chevrier, Meredith Derian-Toth, Ivana Di Leo, Sara Hojabri

Moderating the Relationship Between ADHD Symptomology and Academic Performance
Fiona Meek, María Rogers

Achievement Goals and Achievement Emotions
YingFen Chang, Biing-Lin Cherng, Su-Ling Peng

Narcissism, High Self-Esteem, and Attributional Retraining: A Risky Combination?
Kyle A. Hubbard, Anna Sverdlik, Madeleine Bieg, Nathan C. Hall

Students’ Procrastination and Achievement in Online and Classroom-Based Writing Courses
Jianan Wang, Rayne A. Sperling

Epistemic Beliefs and Assessment Practices: Effects on Learning Processes and Academic Achievement
Marianne Chevrier, Krista R. Muis, Cynthia Psaradellis, Meredith A. Derian-Toth, Ivana DiLeo, Sara Hojabri

Predictors of Job Satisfaction for College Graduates With and Without Dyslexia
Blair Kenney, John M. Holahan, Sally E. Shaywitz, Esther Stavrou

Investigating the Effect of Discrete Academic Emotions on Self-Regulated Learning Strategies
Yen-Ying Lin, Shu-Ling Peng, Biing-Lin Cherng, Hsueh-Chih Chen

Motivation and Self-Regulated Learning Strategies: A Multivariate Multilevel Analysis
Wondimu Ahmed

Casting the Net: Catching the Misconceptions in Kindergarten Science Lessons
Jennifer D. Moss, Sam Watson, Inok Ahn, James Liu

Effects of Gender and Implicit Theories on Elementary Students’ Achievement and Interest in Science
Steven R. Wininger, Savannah D. Benningfield

Online Groups’ Joint Regulation in Their Learning Process
Anna Lee, Angela O’Donnell

Stability of Observational Measures of Effective Teaching or Classroom Environment
Helen Patrick, Panayota Mantzicopoulos, Kathryn L. Fletcher

Perfectionism Predicts Dysfunctional Attitudes About Academic Entitlement and Cheating
Eric E. Pierson, Kristie L. Speirs Neumeister

Quality of Parents’ Child-Specific Ability Beliefs Relates to Provision of At-Home Math Experiences
Erica Zippert, Geetha Ramani

Kindergartners’ Number Comparison Skills Predicts Later Math Scores: Evidence From a 2-Minute Test
Nadia E.A. Nosworthy, Daniel Ansari

Gendered Effects of Attributions and Emotions on Academic Computing in German College Students
Rebecca L. Maymon, Rebecca Maymon, Nathan C. Hall, Thomas Goetz, Sonia Rahimi, Marina Astahova

The Role of Familial and Peer Attachment on Self-Reports of Bullying in a First Nations Community
Johanna Querengesser, Adrienne Blacklock, Gillian H. Klassen, Alexandra D’Arrisso, Heidi Flores, Stephanie Fryberg, Jacob Burack

Whites and Nonwhites: Perseverance in Video Games and Academics
Karla R. Hamlen

Organizational Processes of Problem-Solving Groups With an Informed Minority
Jason Herron P. Herron, Maeghan N. Hennessey, Ji Y. Hong
Developing a Linguistic Measure of Agency
Abigail W. Konopasky, Kimberly Sheridan

Structural Equation Models of Divergent Thinking and Creative Problem-Solving
Dong Gun An, Youngmyung Song, Martha M. Carr

Achievement Goals and Types of Help-Seeking Among Online Graduate Students
Yan Yang, Li Cao

Initial Validation of the Connor-Davidson Resiliency Scale with African-American College Students
Scott M. Debb, Darlene G. Colson, Desideria S. Hacker

Symposium: Applying the Complex Dynamic Systems Approach to Self and Motivation in Educational Settings
Saturday – August 9, 2014
11:00 AM  12:50 PM, Convention Center – Room 103B

Co-chairs: Avi Kaplan & Joanna Garner

Introduction: Critical Assumptions of the Complex Dynamic Systems Approach
Avi Kaplan, Joanna Garner

A Dynamic Systems Perspective on Moral Motivation and Emotions and Its Application in Education
Ulas Kaplan

Making Positive Change in the Classroom Possible Through Identity-Based Motivation
Daphna Oyserman

A Complex Dynamic Systems Model of Teachers’ Professional Identity and Motivation
Avi Kaplan

The Application of Complex Dynamic Systems Principles to Teacher Professional Development
Joanna Garner

Paper Session: In Search of Causality – Experimental Studies of Teaching and Learning
Saturday – August 9, 2014
1:00 PM  1:50 PM, Convention Center – Room 101

An Experimental Comparison of Self-Regulated Learning Processing Across Academic Domains
Jeffrey A. Greene, Cheryl M. Bolick, William P. Jackson, Michael Caprino, Christopher Oswald

Effects of Belongingness and Synchronicity on Face-To-Face and Online Constructive Controversy
Andrew J. Saltarelli, Cary J. Roseth

Effects of Self-Directed Professional Development on Teachers' Reports of Self-Efficacy
Alyssa Emery, Tzu-Jung Lin, Laura Justice
Division 15 Business Meeting
Saturday – August 9, 2014
4:00 PM 4:50 PM, Marriott Marquis Washington DC Hotel – Monument Room

Presidential Address – Judith Meece
Saturday – August 9, 2014
5:00 PM 5:50 PM, Marriott Marquis Washington DC Hotel – Monument Room

Social Hour
Saturday – August 9, 2014
6:00 PM 6:50 PM, Marriott Marquis Washington DC Hotel – Monument Room
Poster Session: Contemporary Research in Educational Psychology - III
Sunday – August 10, 2014
9:00 AM  9:50 AM, Convention Center - Halls D & E

Educational Technology and Equity: Students Access to and Use of Computers in Low-Socioeconomic and Middle-Class Socioeconomic Schools
Tanja L. Lee, Stephen Rice

Spatial Ability, Coordinating Multiple Representations, and Performance on Calculus Problems
Jennifer G. Cromley, Julie L. Booth, Theodore W. Wills, Briana L. Chang, Thomas F. Shipley, William Zahner, Nhi Tran, Michael Madeja

Viewing Reading As a Behavior: A Proposed Perspective Shift
Emily Fox

Active Course Learning and Positive Campus Relationships Predict Four-Year College Graduation
Brittany R. Myers, Karina Reyes, Bette L. Bottoms, Susan P. Farruggia

The Role of Executive Functions in Procrastination
Allison L. Stafford, Kelly B. Cartwright, Laura E. Umberger, Amanda B. Lane, Megan E. Wittusen

A Hot Model of Adolescent Motivation: the Role of Beliefs, Emotions, and Goals on Achievement
Sean M. O'Dell, Michele Gregoire Gill

Urban Elementary Students’ Focus in School: Motivation, Engagement, and Achievement
Martin H. Jones, Christian E. Mueller

Self-Regulated Learning in Context: Interplay of Cognition, Motivation, and Affect in Composing
Leigh A. Hutchison

Investigating the Addition of Social Goals Within Achievement Goal Theory
Heather M. Wynne, Akane Zusho, Karen Clayton

Do Instructional Styles Mediate Relations Between Teacher and Student Motivation?
Inok Ahn

Creativity Beliefs and Performance Feedback Influence Creative Problem-Solving Performance
Jenni L. Redifer, Christine S. Lee

Grit in High School: Motivational Antecedents and Related Academic Outcomes
Christopher O. Walker

Student Engagement in a Content-Area Literacy Intervention
Michelle M. Buehl, Ana Taboada Barber, Jori S. Beck, Swati Mehta

Profiles of Learning Goal Orientation: Predicting Mathematic Cognition and Affection
RuHuei Dai, Kuo-Nan Mao

Teacher Self-Efficacy: Developing a Scale for Student-Oriented Teaching
Jessica Kilday, Monica Lenser, Angela D. Miller
Can a Short Intervention Change African American Students’ Attitudes About Intelligence?
Nerissa Jones, Katherine H. Palmer, Stephen Scherer, John Fife, Cheryl Talley,

Middle School Teachers’ Identity and Motivational Practices in Reading Intervention Class
Jung-In Kim

Understanding the Power of Instructor-Student Working Alliance in Academic Outcomes
Maleeha Abbas, Dennis M. Kivlighan, Christina M. Frank, Arellys Aguinaga, Nick D. Frost, Alberta M. Gloria

Face-To-Face or Facebook: an Analysis of College Students’ Relatedness Needs
Madison Chapman, Evelyn Oka

An Item Response Theory View of the Transition Assessment and Goal Generator (TAGG)
Robert Terry, Maeghan N. Hennessey, James E. Martin

Cognition and Motivation Related to College Students’ Writing Revision: A Phenomenological Study
Yue Qiu YU, Duane F. Shell, Douglas F. Kauffman

Promoting Students’ Reading Comprehension and Critical-Analytic Reasoning Ability
Jinan Wang, Mengyi Li

Re-Engaging in a Cyclical Model of Self-Regulated Learning
Hope J. Link, Christian Mueller, Susan Magun-Jackson

Motivation to Repeat a Challenging Activity As a Function of Recalled Emotion and Experience
Amy Schweinle, Ryan Los, Musheera Anis

Teachers’ Intrinsic Motivation and School Goals As Antecedents of Achievement Goals for Teaching
YoonJung Cho, Sungok Serena Shim

Developing a New Generation of Women Scientists Through a Summer Science Immersion Program
Michelle V. Porche, Catherine L. Summa

Examining Teacher Efficacy Among Chinese Special Education Teacher Working With Students With Autism
Dorothy X. Zhang, David Lojkovic

Students’ Recognition of the Value of Scientific Process When Evaluating Science Explanations
Maggie Renken, Ellen Litkowski, Merrin Oliver

Exploring the Relationship Between Academic Resilience and Achievement
Shanna N. Ricketts, Mei-Lin Chang

Examining Pre-Service Teachers’ Implicit Beliefs About the Math Ability of Males and Females
You Joung Lee, Chris Collen, Eric M. Anderman

Understanding Academic Procrastination From Expectancy-Value Theory’s Perspective
Fan Wu, Weihua Fan

Neighborhood Effects on Student Expectations and Achievement
Rashea D. Hamilton, Charles Patton

Teaching Methods Associated With Student Progress in First-Year STEM Courses
Stephen L. Benton

Symposium: Teacher Effectiveness – Identifying Key Characteristics and Their Relevance for Teaching Practice
Sunday – August 10, 2014
10:00 AM  11:50 AM, Convention Center – Room 240A

Co-chairs: Nele McElvany, Tracy Durksen

Identifying Psychological Attributes for Selection of Novice Teachers
Robert Klassen

Attitudes of Prospective Teachers Towards Student Characteristics
Miriam M. Gebauer, Nele McElvany

From Isolation to Collaboration: Relationship of Professional Learning and Teachers’ Efficacy Beliefs
Tracy Durksen

Teachers’ Attitudes, Motivation, Self-Efficacy Beliefs, Emotions and Students’ Perception of Teaching
Annika Ohle, Nele McElvany, Holger Horz, Wolfgang Schnotz, Ulrike Hochpoechler, Mark Ullrich, Oerke Britta

Discussant: James H. Stronge

**Paper Session: Current Directions in Self-Regulated Learning Research**

Sunday – August 10, 2014

12:00 PM  12:50 PM, Convention Center – Room 154B

When Teachers Attend to Student's Needs: the Mediating Role of Self-Regulation in Student's GPA
Sule Yilmaz, Myunghee Lee, Kenneth Leow, Martin F. Lynch

Validating Zimmerman’s Model of Self-Regulated Learning: Phases One and Two
Karee E. Dunn, Wen-Juo Lo

Metacognitive Knowledge and Self-Regulated Learning Strategies in Reading: A Comparative Study
Zijia Li

**Paper Session: The Role of Others in Promoting Students' Motivation, Learning, and WellBeing**

Sunday – August 10, 2014

1:00 PM  1:50 PM, Convention Center – Room 155

Battling Cell Phones for Student Attention: Examining the Role of Teacher Immediacy Across Contexts
Denise Friedman, Kristi Holt, Carolyn Miesen, Megan McKnight, Amy Roberts

From Parental Stimulation of Children’s Curiosity to Science Motivation and Achievement
Adele E. Gottfried, Allen W. Gottfried, Kathleen S.J. Preston, Skye Parral, Pamella H. Oliver, Danielle E. Delany, Sirena M. Ibrahim

The Interaction of Perfectionism and Peer Group Interaction on Subjective Well-Being in Honors
You Joung Lee, Stephanie Shaulskiy