
Thursday – August 7, 2014

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

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

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

Paper Session: Race Relations, Social Bonds, and the Test - Examining Meaning Making in the Daily Lives of Students

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, Marcela Martinez, Tanya Sanabria, Teomara Rutherford, Thurston Domina, AnneMarie Conley

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 Self-Understanding 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

Friday – August 8, 2014

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, Maria 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

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

Perfectionism Predicts Dysfunctional Attitudes About Academic Entitlement and Cheating

Kathryn L. Fletcher, 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'Arrioso, 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

Sunday – August 10, 2014

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, Helen Patrick

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

Jianan 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, Myunghye 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 Well-Being*

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

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