Such a teacher self-efficacy scale is currently missing in the SRL research field. The process of the item and scale development is presented. Exploratory factor analysis suggests a four-factor structure. Next, confirmatory factor analysis was performed and goodness of fit estimates were calculated, indicating an acceptable fit. Furthermore, this instrument also shows noticeable differences in results from a more general teacher self-efficacy scale, which shows us that the process of teaching self-regulated learning is different from more general classroom instruction and corroborates the use of a specific measure. Overall, the TSES-SRL is considered a useful instrument to measure teachers' feelings of competence regarding SRL implementation.

Assessing teachers' knowledge about self-regulation during learning

Presenting Author: Charlotte Dignath, Goethe-University Frankfurt, Germany; **Co-Author:**Max Seidel, Goethe-University Frankfurt, Institute of Psychology, Germany; **Co-Author:**Mareike Kunter, Goethe-Universität Frankfurt, Germany

Very little research has been conducted to date that serves to assess teachers' knowledge about self-regulation of students and to our knowledge no instrument exists that measures in how far teachers can detect self-regulatory skills in children. In order to close this gap, this test construction study investigated whether two videos showing a child during task execution are distinct enough to elicit different classification of self-regulation among teachers. The staged videos showed a nine-year old working on the Train Track Task (TTT; Bryce & Whitebread, 2012), an observational method designed to assess self-regulation skills in children by coding their verbalizations and non-verbal behavior during a problem-solving task.

We investigated whether teachers classify the verbal and non-verbal behavior of the videotaped child correctly with regard to self-regulation, and whether teachers justify their classification correctly by finding correct examples that indicate the presence or absence of self-regulation. The results demonstrated the discriminatory power of the video material by showing that teachers differed significantly in their estimation of self-regulation as a function of the video that they had watched. Moreover, the results revealed that teachers' identification of missing self-regulation was affected by their prior experience with assessing self-regulation among their students. The study indicates that using video tools can be a promising way to assess teachers' knowledge of self-regulatory skills in children.

Session S 4

16 August 2019 10:15 - 11:45
Lecture Hall - H08
Symposium
Motivational, Social and Affective Processes

Functions of Relational Quality for Learning, Teaching, and Learning to Teach

Keywords: At-risk students, Educational Psychology, Emotion and affect, Motivation and emotion, Social aspects of learning and teaching, Teaching approaches
Interest group: SIG 08 - Motivation and Emotion
Chairperson: Paul Swan, Monash University, Australia
Organiser: Charlott Rubach, University of Potsdam, Germany
Organiser: Paul Swan, Monash University, Australia
Organiser: Ji Hong, University of Oklahoma, United States
Organiser: Gerda Hagenauer, University of Salzburg, Austria
Discussant: Diana Raufelder, University Greifswald, Germany

This symposium brings together international research on teacher-student relationships and their effects in shaping teacher-student relationships, engagement, and performance. Researchers from diverse contexts (Germany, Australia, the United States, and Switzerland) investigate important antecedents, characteristics, and consequences of teacher, pre-service teacher, and student relational quality in primary and secondary classrooms. Paper 1 (Germany) considers the effects of perceived social support on adolescent depression and deviance, student adjustment and academic success in secondary school. Paper 2 (Australia) explores case studies of teacher-student relationships, manifestations of empathy practice in primary schools, and identified teacher characteristics that reflect empathy and an ethic of care in interactions with students. Paper 3 (United States) considers teacher empathy dispositions in a U.S. urban elementary school with a large, low socio-economic status (SES), and dominantly Hispanic student population. Teacher attribution beliefs and role identity are examined to contrast different teacher dispositions: empathy, sympathy, and indifference. Paper 4 (Switzerland) considers relational quality in teaching internship, characteristics of quality relationships, and how relationships develop over time. Together, their educational significance is to provide insight into teacher motivations and practice elements in teacher-student relationships and relational quality in cross-cultural classrooms. The Discussant expert commentary will highlight major contributions and particularities, pose fruitful directions for further research, and consider implications for teacher-student relationships and relational quality.

The significance of parents´ and teachers´ social support for students´ depression and deviance

Presenting Author: Denise Kücholl, Schulpädagogik Universität Potsdam, Germany; **Co-Author:**Charlott Rubach, University of Potsdam, Germany; **Co-Author:**Anna-Lena Dicke, University of California, United States; **Co-Author:**Rebecca Lazarides, University of Potsdam, Germany; **Co-Author:**Sandra Simpkins, University of California, United States; **Co-Author:**Jacquelynne Eccles, University of California, United States

Social support is one ... a theoretical backdrop, this study focused on the differential effects of the perceived social support from mothers, fathers, and teachers on adolescents´ depression and deviance during adolescence. We also examined to what extent these relations differed for male and female students. For this study, we used data from two cohorts from the Childhood and Beyond Study. The first cohort included N = 169 students (55.6 % girls) in ninth and tenth grade. The second cohort included N = 303 students (53.1 % girls) from tenth to twelfth grade. Using manifest path models and cross-lagged analyses, results indicated that only the perceived social support of the mother and teachers was associated with lower students´ depression in different phases of adolescence. Differential gender effects were found: The perceived social support of the mother in ninth grade led to a lower depression in tenth grade for males, but not for female students. For female students, the perceived social support of teachers in ninth grade led to lower depression in tenth grade. In summary, this study was able to demonstrate that social support from mothers and teachers can be seen as a resource for reducing depression and deviant behavior in order to ensure an adaptive development of learning and well-being in adolescence.

Teacher relational quality and manifestations of empathy in Australian primary classrooms

Presenting Author: Paul Swan, Monash University, Australia

This study explored how everyday displays of teacher empathy affected student learning and welfare outcomes, as well as teacher wellbeing. Its aim was to analyse how Australian primary teachers deemed as effective empathisers establish, build and maintain relationships with students and create supportive learning environments. Effective teacher empathy involves recognizing a student's mental state (intentions, beliefs, desires, and emotions) and responding with an appropriate emotion based on care. The study explored teachers' lived experience using a blend of methods. Teacher reports of their relational goals and teaching style dimensions, together with student-rated parallel teaching style dimensions, complemented filmed classroom practice with self-identified positive "empathy interaction moments". These vignettes and "live" lessons were coded for levels of emotional support using the Classroom Assessment Scoring System. Teachers' perspectives of their actions in vignettes were explored at interview and thematically analysed using an interpretative phenomenological approach. High correlations for the CLASS emotional support dimensions were identified between lesson observations and vignettes. Strong alignment between teachers' and students' perceptions of teaching style dimensions was also evident. Empathic teachers were highly motivated to connect with students, took a