

### **Motivation and Emotion in Student Learning**

**Keywords:** At-risk students, Emotion and affect, Experimental studies, Higher education, Learning and developmental difficulties, Motivation, Qualitative methods, Self-regulation, Student learning

**Interest group:** SIG 08 - Motivation and Emotion

**Chairperson:** Bobby Hoffman, University of Central Florida, United States

### **Exploring inhibiting and facilitating factors for academic achievement of gifted students**

**Keywords:** Motivation, Qualitative methods, Self-regulation, Student learning

**Presenting Author:** Katelijne Barbier, University of Antwerp, Belgium; **Co-Author:** Vincent Donche, University of Antwerp, Belgium; **Co-Author:** Karine Verschueren, KU Leuven, Belgium

In the last decade, the Achievement Orientation Model of Siegle and McCoach (2005) has often been used to quantitatively explore different pathways for academic achievement among gifted students in educational settings. In this qualitative study using in-depth interviews of 6 gifted students (3 well-performing and 3 underperforming students) from two different schools, we further examined the inhibiting and facilitating factors associated with academic achievement. The qualitative results detail on the explanatory role of factors at the school level, the classroom level, and the individual learner level such as self-regulatory capacities as well as the time or phase students are in the school career. The qualitative results underline the value of the Achievement Orientation Model, but also stress the importance of taking learner perceptions into account, and point at important avenues for further research.

### **Stressed from the beginning – How to handle the impact of written exams on primary school students**

**Keywords:** Emotion and affect, Experimental studies, Learning and developmental difficulties, Self-regulation

**Presenting Author:** Olga Rapoport, Universität Koblenz-Landau, Germany; **Co-Author:** Sarah Kahl, University of Koblenz and Landau, Germany; **Co-Author:** Eva Neidhardt, Universität Koblenz-Landau, Campus Koblenz, Germany

The aim of our project is to show the impact of evaluative threat on the stress level of school children during exam and to depict the reduction of the stress level due to a skills training. We designed two experimental studies. In a first study, we measured the stress response in evaluative threat situations. Therefore, we determined the stress level in primary school children on an exam day using salivary samples and compared it to the stress level on an exam free day. In a second study, we are going to apply a skills training to secondary school children and show the impact of the training by comparing the cortisol level of the experimental group to the control group at two measurement times. The studies could help to evolve an appropriate training for children of different age groups to help them handle evaluative threat.

### **Students brooding over exams. Measuring post-event processing in test anxiety with new methods.**

**Keywords:** At-risk students, Emotion and affect, Higher education, Learning and developmental difficulties

**Presenting Author:** Sarah Kahl, University of Koblenz and Landau, Germany; **Co-Author:** Olga Rapoport, Universität Koblenz-Landau, Germany; **Co-Author:** Eva Neidhardt, Universität Koblenz-Landau, Campus Koblenz, Germany

Post-event processing (PEP) plays a crucial role in the maintenance of social anxiety disorder. Due to similarities, we investigate whether PEP is important in test anxiety, as well. Two studies we conducted to date showed significant correlations between trait and state test anxiety and PEP after a given exam, which indicates that PEP does occur in test anxious individuals. Nevertheless, there were some inconsistencies in the results of the two studies. These were probably due to different time distances between the measuring times but nevertheless raise new questions. To further investigate how PEP takes place after an exam, we want to apply a diary-based approach using a smartphone-app. Trait and state test anxiety are going to be measured prior to an exam, PEP at different times afterwards. Using the app should help to increase the compliance of the participants and to get more detailed findings about PEP in the field. Some questions and difficulties concerning the study still need to be addressed.

### **Session H 12**

13 August 2019 15:30 - 17:00

Seminar Room - S03

Roundtable

Learning and Social Interaction, Teaching and Teacher Education

### **Teacher Professional Development**

**Keywords:** Case studies, Collaborative Learning, Communities of practice, Game-based learning, In-service teacher education, Motivation, Pre-service teacher education, Reading comprehension, Teacher professional development, Teaching/instruction

**Interest group:** SIG 11 - Teaching and Teacher Education, SIG 14 - Learning and Professional Development

**Chairperson:** Iwan Wopereis, Open University of the Netherlands, Netherlands

### **Proximity and Learning in Inter-organizational Collaboration for Inclusive Educational Settings**

**Keywords:** Case studies, Collaborative Learning, Communities of practice, Teacher professional development

**Presenting Author:** Jantien Gerdes, Vrije Universiteit Amsterdam, Netherlands

Proximity and Learning in Inter-organizational Collaboration for Inclusive Educational Settings With the implementation of inclusive education, schools are faced with new challenges concerning student support, calling for educational services and child support services to pool their strengths. Often, interventions targeted at the enhancement of collaboration involve the co-location of education and services in the same building. It is not clear, though, how and under what circumstances co-location of schools and child support services leads to professional learning and transformation of practice. In this study, an initial template was used to excavate the interrelated components of collaboration in a multiple case study on inter-organizational collaboration in three Dutch schools for secondary education. Data were collected by means of individual semi-structured interviews for professionals working within the care structure and focus group interviews for class teachers. The interview data were analysed using Template Analysis.

### **Design principles for a professional development program on promoting students' reading motivation**

**Keywords:** Motivation, Reading comprehension, Teacher professional development, Teaching/instruction

**Presenting Author:** Iris Vansteelandt, AP University College/Ghent University, Belgium; **Co-Author:** Suzanne Mol, Leiden University, Netherlands; **Co-Author:** Hilde Van Keer, Ghent University, Belgium

Studies show that teachers' continuous professional development (CPD) is essential for educational quality. Moreover, when it comes to reading, CPD is key for students' success in education and participation in our 21st century society. Most of the research investigating professional development programs on improving teachers' self-efficacy for teaching reading and on fostering students' reading motivation in particular, however, fails to include clear and detailed descriptions of the design principles underlying the programs. Therefore, the present study provides a comprehensive description and operationalization of the design principles underlying a CPD program for primary school teachers regarding promoting students' reading motivation. More particularly, the CPD combines Desimone's (2009) framework for effective professional development with Self-Determination Theory (SDT) (Ryan & Deci, 2000). Consequently, the in the CPD included core features distinguished by Desimone (2009) (i.e., content focus, coherence, active learning, collective participation and duration) and the need for autonomy, competence and relatedness as put central in SDT (Ryan & Deci, 2000) are analytically described and elaborated on. In view of reporting on the implementation check of the CPD, we further provide insight into whether these operationalized design principles were also perceived as such by the teachers participating in the CPD intervention.