

Motivation & Emotion meets Metacognition & Self-Regulated Learning

17th International Conference on Motivation (ICM)

August 24 – 25, 2022

Joint events of the 2022 – SIG8 meets SIG16 Conference

August 26, 2022



Dresden – Germany | Face-to-Face & Online

Conference Program

This is the full version of the conference program (incl. rooms, co-authors etc.). Please note that within some sessions there have been changes in the order of the presenters.

Please be aware of possible program changes. Changes will be posted outside of the rooms, at the conference registration desk and in the online program.

Last update: **August 18, 2022**

Organizers

1. TU Dresden – Psychology of Learning and Instruction – Susanne Narciss & Team
2. EARLI – SIG08 – coordinators – Fani Lauermann, Hanna Järvenoja, Hanna Gaspard
3. EARLI – SIG16 – coordinators – Anique DeBruin, Charlotte Dignath, Yves Karlen

Local Organizing Committee

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Core Organizing Team:

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Staff members of the Chair of Psychology of Learning and Instruction – Student helpers:

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Inge Molenaar	- Netherlands
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Susanne Narciss	- Germany
Markku Niemivirta	- Finland
Thea Peetsma	- Netherlands
Reinhard Pekrun	- Germany
Claudia Roebers	- Switzerland
Michelle Taub	- USA
Maarten Vansteenkiste	- Belgium

WEDNESDAY, 24 AUGUST 2022	
09:00	Registration opens
10:00-10:30	Conference Opening
10:30-11:00	Coffee Break
11:00-12:30	Session Block I: Symposia 1, 2, 3 Paper Sessions 1, 2, 3, 4
12:30-13:30	Lunch Break
13:30-14:30	Keynote 1
14:40-16:10	Session Block II: Symposia 1, 2, 3, 4 Paper Sessions 1, 2, 3, 4
16:10-16:30	Coffee Break
16:30-18:00	Session Block III: Symposia 1, 2, 3 Paper Sessions 1, 2, 3, 4, 5
18:15-19:15	Keynote 2
20:00	Welcome Event – Guided City Tour
THURSDAY, 25 AUGUST 2022	
09:00-10:30	Session Block IV: Poster Sessions 1, 2, 3, 4, 5
10:30-11:00	Coffee Break
11:00-12:30	Session Block V: Symposia 1, 2, 3 Paper Sessions 1, 2, 3, 4, 5
12:30-13:30	Lunch Break
13:30-14:30	Keynote 3
14:40-16:10	Session Block VI: Symposia 1, 2, 3 Paper Sessions 1, 2, 3, 4, 5
16:10-16:30	Coffee Break
16:30-18:00	Mid – Career – Keynotes
18:15-19:15	EARLI SIG-8 Business-Meeting
20:00	Conference Dinner
FRIDAY, 26 AUGUST 2022	
09:00-10:00	Keynote 4
10:00-10:30	Coffee Break
10:30-12:30	Invited Interactive Symposia I: 1, 2, 3
12:30-13:30	Lunch Break
13:30-15:30	Invited Interactive Symposia II: 4,5
15:30-16:00	Coffee Break
16:00-18:00	Oxford Style Debate
19:00	Wrap-up Joint Day

Maarten Vansteenkiste**KEYNOTE 1**

Professor
Department of Developmental,
Personality, & Social Psychology,
Ghent University, Belgium

Maarten Vansteenkiste is since 2014 a full professor in the Department of Developmental, Personality, and Social Psychology. He has substantially contributed to the extension, refinement, application and dissemination of the Self Determination Theory (SDT). His work addresses novel topics in the motivational literature, such as the study of motivational profiles, individuals' multiple reasons for lacking motivation, the interface between psychological and physiological needs, and the development of a more fine-grained and holistic understanding of how different (de)motivating practices of socializing agents (e.g., teachers, parents) relate to each other. His work has had a strong scientific impact as it is highly cited (h-index = 77 in web of science and 120 on google scholar), with diverse publications in high impact journals in diverse fields of psychology.

In terms of societal impact, his work has had a strong influence on the domains of education, sports, and parenting, with the publication of the handbook 'Vitamins for growth', followed by the publication of a practice-friendly book 'Motivating coaching in the sport'. He played a critical role during the coronacrisis leading a consortium of scholars who tracked diverse aspects of individuals' psychological functioning (motivation, well-being, vaccination) across 2,5 years during the pandemic.

Nourishing Learners' and Teachers' Engagement and Growth? The Critical Role of Basic Psychological Needs and Need-supportive Socialization

At the heart of Self-Determination Theory is the claim that all people have basic psychological needs for autonomy, competence, and relatedness, the satisfaction of which is beneficial for learners' psychological growth and the frustration of which increases risk for ill-being and maladjustment. In the present presentation, the key criteria to characterize basic needs are addressed, together with supportive diary, longitudinal, and experimental research in diverse age groups, some of which was collected as part of a large-scale population study across the pandemic (www.motivationbarometer.com). Although basic needs are presumed to play a universal critical role across different developmental phases and challenges, there is room for contextual variation in the support of basic needs by key socialization figures (i.e., teachers, parents). Indeed, there is not a one-size-fits-all approach to support learners' psychological needs. Recent work grounded in a circumplex-based approach on need-supportive and need-thwarting contextual conditions, thereby providing a deeper insight in the dynamic interplay between autonomy support (relative to control) and structure (relative to chaos), shows that different (but not all) roads can lead to Rome. Accordingly, the provision of adequate need support becomes a matter of calibration and of tailoring support to individual differences between students and situational demands. Finally, apart from contextual support of basic needs, individuals can also get their basic needs met through need crafting. This promising line of correlational and intervention research on need crafting testifies to the pro-active and growth-oriented nature of the human organism.

Gale M. Sinatra**KEYNOTE 2**

Professor & Associate Dean for Research
Stephen H. Crocker Chair of Education
and Psychology,
Rossier School of Education,
University of Southern California, USA

Gale M. Sinatra is the Stephen H. Crocker Chair and Professor of Education and Psychology at the Rossier School of Education at the University of Southern California where she serves as the Associate Dean for Research. She received her B.S., M.S., and Ph.D. in Psychology from the University of Massachusetts, Amherst. She heads the Motivated Change Research Lab <http://www.motivatedchangelab.com/>, the mission of which is understanding the cognitive, motivational, and emotional processes that lead to attitude change, conceptual change, STEM learning, and public understanding of science. Sinatra's model of conceptual change learning (Dole & Sinatra, 1998; Sinatra, 2005; Sinatra, 2022) describes how motivational factors contribute to the likelihood that individuals will change their thinking about a scientific topic. She is a Fellow of AERA and APA and a member of the National Academy of Education. She is the co-author (with Barbara Hofer) of *Science Denial: Why It Happens and What to Do About It* <https://www.sciencedenialbook.com/>.

There Is No Denying It: Motivation and Emotion Play Key Roles in Public Understanding of Science

Many individuals are perplexed by family members, friends, and co-workers who avoid vaccinations or believe climate change is a hoax. Science doubt, resistance, and denial are in the news daily, whether reporting on the fear of adverse effects from vaccines or erroneous beliefs that climate change is naturally caused. What's commonly misunderstood is that it is "other people" who have this problem, when in fact we are all susceptible to misinformation and resisting aspects of science. Democracies depend on educated citizens who can make informed decisions about scientific issues. The COVID-19 pandemic brought these issues into sharp relief. In *Science Denial: Why It Happens and What to Do About It*, Sinatra and co-author Barbara Hofer examine the motivational and emotional factors contributing to science doubt, resistance, and denial. This presentation will focus on the themes from the book including the role of psychological constructs such as cognitive biases, emotions, identity, episodic cognition, and motivated reasoning in public (mis)understanding of science. Sinatra will overview significant motivational and emotional challenges to public understanding of science and provide research-based solutions to each challenge for individuals, educators, policy makers, science communicators.

Thomas Goschke**KEYNOTE 3**

Professor of General Psychology
Faculty of Psychology
Technische Universität
Dresden, Germany

Thomas Goschke is Professor of General Psychology at the Faculty of Psychology of the TU Dresden. From 2014–2018 he served as Head of the Department of Psychology and from 2014–2022 was Dean of the Faculty of Psychology. Since 2012, he is spokesperson of the Collaborative Research Center (SFB 940) “Volition and Cognitive Control”. In the center, more than 70 scientists from psychology, neuroscience, clinical psychology and psychiatry, and computational modeling join forces to elucidate mechanisms and modulators of volitional action and self-control at behavioral and neural levels of analyses, and investigate dysfunctions of cognitive control in selected mental disorders. Dr. Goschke published more than 170 journal articles and book chapters in the area of volition, cognitive control, and self-control. The overarching aim of his research is to elucidate cognitive and neural mechanisms that underlie the human capacity to anticipate future action outcomes, to adapt behavioral dispositions flexibly to changing goals and task demands, and to override impulsive or habitual responses in order to render behavior congruent with long-term goals. To this end, his group combines behavioral tasks, neuroimaging methods, and ecological momentary assessments of self-control in real-life contexts.

Volition and self-control: From executive functions to meta-control

Human action rests on remarkable cognitive control capacities, including the ability to adapt behavior flexibly to changing contexts and to override impulsive or habitual responses in favor of long-term goals. Impairments of these control and self-regulation capacities have been related to harmful behaviors like insufficient academic effort, unhealthy eating habits and addictive behaviors. In the past decades, impressive progress has been made in elucidating the cognitive, computational, and neural mechanisms underlying volition and self-control. Questionable concepts that conceived of self-control as a limited resource or postulated a homunculus-like ‘central executive’ have been replaced by models specifying how volitional control emerges from interactions between distributed brain networks, how these networks are adapted to changing goals, and how they are modulated by emotion and motivation. I give an exemplary overview of this research with a focus on three key themes. First, based on a neurocognitive process model of self-control, I present evidence from a multilevel study that combines behavioral and neuroimaging tasks with ecological momentary assessments and showed that individual differences in real-life self-control failures are predicted by dysfunctional interactions between performance-monitoring, cognitive control, and valuation networks. Specifically, results indicate that self-control failures do not always reflect impaired control *competencies*, but insufficient *mobilization* of control due to deficient monitoring. Secondly, I will present new results that challenge the view that cognitive control is always experienced as costly, but suggest that people can learn to assign intrinsic value to cognitive effort. Finally, I discuss this research within a more general theoretical framework, according to which goal-directed action in changing environments confronts agents with fundamental “control dilemmas”, which require a context-sensitive balancing of antagonistic adaptive constraints (cognitive stability vs. flexibility; goal persistence vs. disengagement; exploitation vs. exploration). Elucidating the *meta-control* processes underlying the adaptive regulation of such control dilemmas is a key challenge for the next decade of cognitive control research.

Patricia A. Alexander**KEYNOTE 4**

Professor
Department of Human Development and Quantitative Methodology,
University of Maryland, USA

Dr. Patricia Alexander is a Distinguished University Professor, the Jean Mullan Professor of Literacy, and Distinguished Scholar-Teacher in the Department of Human Development and Quantitative Methodology at the University of Maryland where she heads the Disciplined Reading and Learning Research Laboratory. She has served as President of Division 15 (Educational Psychology) of the American Psychological Association, Vice-President of Division C (Learning and Instruction) of the American Educational Research Association, and Past-President of the Southwest Educational Research Association. Dr. Alexander received her reading specialist degree from James Madison University (1979) and her PhD in reading from the University of Maryland (1981). Dr. Alexander has published over 330 articles, books, chapters, and monographs in the area of learning and instruction. She has also presented over 450 papers or invited addresses at national and international conferences. She served as the senior editor of *Contemporary Educational Psychology* for over 20 years, was past editor of *Instructional Science* and Associate Editor of *American Educational Research Journal-Teaching, Learning, and Human Development*, and presently serves on 12 editorial boards including those for *Learning and Instruction*, *Educational Psychologist*, *Review of Educational Research*, and the *Journal of Educational Psychology*.

Dr. Alexander is a member of the National Academy of Education, and a Fellow of the American Psychological Association, the American Educational Research Association, and the Society for Text and Discourse. Her honors include the Oscar S. Causey Award for outstanding contributions to literacy research from the Literacy Research Association (2001), the E. L. Thorndike Award for Career Achievement in Educational Psychology from APA Division 15 (2006), and the Sylvia Scribner Career Award from AERA Division C (2007).

Skill, Will, and Thrill: The Complex Interplay of Cognition, Metacognition, Motivation, and Emotion in Learning and Development

It is a truism to proclaim that learning is an immensely complex process and that the path to becoming a competent learner in any field can be perilous and uncertain. Still, for more than 40 years, I have made it my mission to investigate the nature of academic learning and to map out a path toward increasing competence. In this presentation, I will chronicle some of that exploration and several course adjustments that occurred due to shifting theoretical and methodological currents in educational and psychological science, as well as to personal theoretical and methodological re-orientations. Those re-orientations involved mounting evidence that the attainment of competence cannot be attributed solely to cognition (skill), metacognition (will), motivation or emotion (thrill). Rather, it is the continual interplay of these components within learning environments and societal contexts that either fosters students' academic development or frustrates it. With this path to competence mapped out, I will offer guidance on embedding skill, will, and thrill in learning environments to promote students' academic development.

Barbara Flunger

Assistant Professor
Faculty of Social and Behavioural
Sciences, Department of Education and
Pedagogy,
Utrecht University, The Netherlands

MID-CAREER-KEYNOTE 1

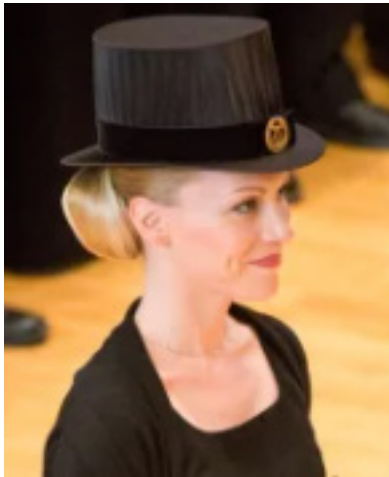
Barbara Flunger studies how student motivation can be improved. To this end, she is interested in understanding the educational and psychological factors that facilitate motivation, learning behavior and achievement of heterogeneous students, using advanced variable- and person-centered research methods.

Barbara Flunger studied education, psychology, and child- and youth psychiatry at the Ludwig-Maximilians-University in Munich, where she graduated in 2007. She completed her PhD dissertation titled "Importance of explicit need strength for the learning process" in 2012. Subsequently, she was a post-doctoral researcher at the Hector Research Institute of Education Sciences and Psychology at the University of Tübingen. Since 2015, she has been working as an assistant professor of education at Utrecht University.

Promoting Student Motivation: But How and for Whom?

Students' motivational problems can have substantial societal costs: From poor performance to drop-out (ranging from 20-46% in European countries). Therefore, it is essential to study how motivation can be improved. A body of research has confirmed that teachers' autonomy support can boost students' academic outcomes. Yet, if teachers use autonomy support in their classrooms, will all of their students become more motivated and engaged? In order to reveal differences between students, our research considers distinct educational and psychological factors that facilitate motivation, learning behavior and academic achievement of heterogeneous groups of students. Our findings showed that students with distinct levels of motivation and engagement can benefit from motivational support. The few differential effects we revealed highlighted that relatively high initial motivation can function as a motivational resource and increase the benefits of autonomy support. Yet, our findings also suggest that students may observe differences in how teachers provide autonomy support within their classroom. When teachers adjust their autonomy support to individual students, students can perceive inequalities in the amount of support they receive compared to the overall class and specific classmates. Differences in teachers' autonomy support in the classroom may not per se trigger negative outcomes in students: We found that students' perception that other students received more support than they did is associated with students' extrinsic motivation. Thus, teachers should be mindful to evenly distribute individual autonomy support within their classroom. Students might thrive most if they perceive their teachers to be autonomy-supportive in distinct situations, when teachers interact with the entire classroom and with individual students.

Heta Tuominen



University lecturer
Faculty of Educational Sciences,
Department of Education,
University of Helsinki, Finland

MID-CAREER-KEYNOTE 2

Heta Tuominen's work links the study of motivation with well-being and explores both among children and young people. Specifically, she investigates individual differences in and developmental trajectories of achievement motivation and their associations with various educational and emotional outcomes. After completing her PhD in 2012 at the University of Helsinki, she continued as a post-doctoral researcher and as a PI of a project funded by the Academy of Finland. In 2018, she started as a university lecturer at the Department of Education, University of Helsinki but, during 2019–2021, she worked as a collegium researcher at the Turku Institute for Advanced Studies. Heta Tuominen is a Docent of Education, especially research on student motivation and well-being, and she coordinates research networks around these themes (e.g., the Educational Psychology and Learning Research Special Interest Group and the Motivation, Learning, and Well-Being research collective).

Balancing Doing Well with Feeling Well: Dynamics between Student Motivation and Well-being

Recent evidence indicates that there is a worrying increase in academic pressure and burnout among students and that perfectionism has increased among youth. Therefore, a need to study young people's motivation, perfectionistic tendencies, and well-being appears pressing. Despite the increasing prevalence of study-related burnout, significant individual differences in these developments take place. A possible key to the patterning of these differences lies not only in the *level* of goals the students seek to attain, but also in the *type* of goals striven for. *Achievement goal orientations* and *perfectionism* are two instrumental frameworks for understanding how students set goals, how they meet their imposed demands, and how they interpret achievement situations. In a series of studies, we have explored students' simultaneously salient multiple goals and demonstrated that they contribute to student well-being. For example, when a student aims to excel and outperform others, this sort of performance mode might result in not only academic success but also vulnerability for experiencing pressure, psychological cost, and exhaustion. Furthermore, we have examined students' perfectionistic profiles and how they predict well-being. Especially students with profiles characterized by high concerns (concerned and perfectionists) are at risk of study-related burnout. Our findings have also indicated that university students' perfectionistic profiles are linked with their stress experiences, coping, and recovery during the COVID-19 pandemic. Particularly a combination of high strivings and concerns seems to threaten university students' well-being. The findings add to our understanding of how both, the level and quality of goals, contribute to well-being.

Program Overview Wednesday, 24.8.2022

WEDNESDAY, 24 AUGUST 2022									
09:00	Registration opens								
10:00	Conference Opening								
10:30	Coffee Break								
11:00	Symposium 1 E04 P Students' emotions in school and in HE: antecedents, consequences C: Julia Gorges, Gerda Hagenauer D: Hanna Jarvenoja	Symposium 2 E08 P Antecedents and consequences of teacher motivation C: Rebecca Lazarides D: Markku Niemivirta	Symposium 3 114 H Gender, ethnic/migration background (...) students' motivational beliefs C: Elisa Oppermann D: Hanna Gaspard		Paper 1 216 O Perfectionism and well-being C: Aniti Puikka	Paper 2 213 O Assessing and promoting teacher's self-efficacy C: Doris Holzberger	Paper 3 105 O Role of parents - educators C: Miriam Compagnoni	Paper 4 214 O The dynamics and effects of stress and resilience in teachers C: Gyde Wartenberg	
12:30	Lunch Break - Tusculum								
13:30	Keynote 1: Maarten Vansteenkiste – Nourishing learners' and teachers' engagement and growth? The critical role of basic psychological needs and need-supportive socialization E11								
14:40	Symposium 1 E04 P Innovative student-directed learning approaches C: Diana Raufelder D: Lisa Bardach	Symposium 2 E08 P Advances in emotion regulation research: A self-determination theory perspective C: Maki Benita D: Guy Roth	Symposium 3 114 H Parental involvement and children's learning outcomes: Different aspects, modes, and trajectories C: Eleftheria Gonida D: Idit Katz	Symposium 4 E11 O Interest development during higher education: What changes and how? C: J. Kathleen M. Quinlan D: K. Ann Renninger	Paper 1 214 O Expectancies, values and costs C: Daria K. Bendien	Paper 2 213 O Student wellbeing, alienation C: Julia Marinaj	Paper 3 105 O Development of goal orientation, role of peers, teachers, classroom C: Junlin Yu	Paper 4 216 O Promoting teachers' knowledge and use of motivational and self-regulated learning strategies C: Lars Jensen	
16:10	Coffee Break								
16:30	Symposium 1 E04 O Emotion regulation in achievement contexts: How can we promote adaptive achievement emotions? C: Elisabeth Vogl, Ulrike Nett D: Stephanie Lichtenfeld	Symposium 2 E08 P Teacher emotions, emotion regulation and student motivation C: Katharina Hilger D: Dave Putwain	Symposium 3 114 H How network methods are innovating the research on multi-faceted motivation constructs C: Julia Maeller D: Laura Bringmann	Paper 1 214 O Role of motivation and/or emotion in STEM education C: Rachel Sparks	Paper 2 213 O Motivation research based on Self-Determination Theory C: Ralph Meulenbroeks	Paper 3 105 O Motivation and self-regulated learning interventions C: Markus Pedaste	Paper 4 216 O Measuring motivation, emotion, and SRL C: Iva Stuchikova	Paper 5 E11 O Motivational, emotional, and meta-cognitive perspectives on reading C: Enrica Donolato	
18:15	Keynote 2: Gale Sinatra – There is no denying it: Motivation and emotion play key roles in public understanding of science E11								
20:00	Welcome Event – Guided City Tour								

Program Wednesday, 24.8.2022

Wednesday 10:00-10:30	CONFERENCE OPENING Welcome – Rector of TU Dresden Professor Staudinger	E11 F-to-F with stream
Wednesday 10:30-11:00	Coffee Break	
Wednesday 11:00-12:30	Session Block I – Symposia	
SYMP 1: Students' emotions in school and in HE: antecedents, consequences, and methodological challenges		E04 F-to-F
<ul style="list-style-type: none"> ▪ Emotions, regulation and performance over the first year of university: An experience sampling study Ulrike Nett, Anna-Lena Rottweiler ▪ Lesson-specific autonomy support and students' boredom, frustration and anxiety in math and german Barbara Flunger, Lisette Hornstra, Kou Murayama, Lissa Hollmann ▪ The interplay between emotions and engagement of secondary school students in science education Gerda Hagenauer, Josef Kriegseisen, Alexander Strahl, Franz Riffert ▪ Do you remember how you felt? Affective memories inform expectancy and value Julia Gorges 		
Chairs: Julia Gorges, Gerda Hagenauer		
Discussant: Hanna Jarvenoja		
SYMP 2: Antecedents and consequences of teacher motivation		E08 F-to-F
<ul style="list-style-type: none"> ▪ Personal and contextual influences on teachers' relational goals and support for students Ruth Butler, Limor Shibaz ▪ Temporal relationships of achievement goals and subjective well-being in higher education teachers Raven Rinas, Lisa Kiltz, Markus Dresel, Martin Daumiller ▪ Self-efficacy beliefs among preservice teachers: Also a matter of career motivation and age? Anna M. Eder, Michaela Katstaller, Burkhard Gniewosz, Andreas Bach, Franz Hofmann ▪ Tracing the signal: Teachers' motivational beliefs, student-reported teaching and student interest Rebecca Lazarides, Ulrich Schiefele, Katharina Hettinger, Marthe Claire Frommelt 		
Chair: Rebecca Lazarides		
Discussant: Markku Niemivirta		
SYMP 3: Gender, ethnic/migration background and their intersection in students' motivational beliefs		114 Hybrid
<ul style="list-style-type: none"> ▪ The intersection of gender and migration background in the development of student interest Elisa Oppermann, Rebecca Lazarides ▪ Math competence-related beliefs: A replication of ethnic/racial differences within gender groups Charlott Rubach, Jacquelynne S. Eccles, Sandra Simpkins, Christine Starr, Yannan Gao, Glona Lee, Nayssan Safavian ▪ The immigrant paradox and math self-concept in Australia: An SES-of-origin-country hypothesis Geetanjali Basarkod, Herbert W Marsh, Philip D. Parker, Theresa Dicke, Jiesi Guo ▪ Differential effects of cultural pluralism climate on students with and without migration background Joy Muth, Sophie Oczlon, Marko Lüftenegger 		
Chair: Elisa Oppermann		
Discussant: Hanna Gaspard		

Wednesday 11:00-12:30

Session Block I - Papers

PAPER 1: Perfectionism and well-being

216 | Online

- **Perfectionism, academic well-being, and temperament: Parallel processes and predictive effects**
Anna Rawlings, Anna Tapola, Heta Tuominen, Markku Niemivirta
- **Students' perfectionistic profiles: Stability, change, and connections with well-being**
Anna Kuusi, Heta Tuominen, Anna Widlund, Johan Korhonen, Markku Niemivirta, Petri Ihantola
- **Students' pride, hopelessness and anxiety after school transition: multilevel growth curve modelling**
Simon Meyer, Juliane Schlesier, Michaela Gläser-Zikuda
- **Perfectionistic profiles: Associations with error-related beliefs and responses**
Antti Pulkka, Heta Tuominen, Anna Tapola, Markku Niemivirta, Maria Tulis
- **The role of Future Orientation on academic performance and wellbeing in Peruvian university students**
Dora Herrera, Erika Jassuly Chalen Donayre, Benjamin Lira Luttgies

Chair: Antti Pulkka

PAPER 2: Assessing and promoting teacher's self-efficacy

213 | Online

- **Novice teachers' motivation, needs, efficacy, and job satisfaction: a person-centred approach**
Katrien De Cocker, Silke Hellebaut, Leen Haerens
- **A class-specific perspective on teacher self-efficacy and its relation with teaching quality**
Désirée Thommen, Anna-Katharina Praetorius, Fani Lauermann, Urs W. Grob, Robert Klassen
- **Promoting teacher self-Efficacy. A meta-analysis on intervention studies**
Doris Holzberger, Janina Täschner
- **The development of student teachers' teacher self-efficacy before and during the COVID-19 pandemic**
Wendy Symes, Rebecca Lazarides
- **Measures of teacher self-efficacy: An overview on covered domains and psychometric qualities**
Janina Täschner, Anna Hartl, Doris Holzberger

Chair: Doris Holzberger

PAPER 3: Role of parents - educators

105 | Online

- **Moderation of parent psychological functions on their practices & their children's school readiness**
Lihi Sarfaty, Adar Ben-Eliyahu
- **Student achievement goals and parental involvement: A person-centered longitudinal approach**
Konstantina Falanga, Eleftheria Gonida, Dimitrios Stamovlasis
- **Supporting early childhood educators' skills in co-regulation of emotions: an intervention study**
Kristiina Mänty, Susanna Kinnunen, Outi Rinta-Homi, Marika Koivuniemi, Hanna Jarvenoja
- **Is it okay to be a couch potato? The transmission of willpower theories from parents to children**
Miriam Compagnoni, Vanda Capon-Sieber, Veronika Job
- **Imaging the future: Exploration of the Effect of Future Thinking on Self-Regulated Learning**
Jenefer Husman, Ross Anderson, Ed Madison, Matthew Kim

Chair: Miriam Compagnoni

PAPER 4: The dynamics and effects of stress and resilience in teachers

214 | Online

- **The everyday measurement of everyday resilience: Assessing teachers' buoyancy**
Thijmen Van Alphen, Joost Jansen in de Wal, Jaap Schuitema, Thea Peetsma
- **Burnout, motivation, and (de-)motivating teaching style in different phases of the teaching career**
Silke Hellebaut, Katrien De Cocker, Ruben Vanderlinde
- **The daily dynamics of teacher anxiety and their investment in professional learning activities**
Thijmen Van Alphen, Joost Jansen in de Wal, Jaap Schuitema, Thea Peetsma
- **The relationship between teachers' burnout and teacher effectiveness: A meta-analysis**
Gyde Wartenberg, Karen Aldrup, Simon Grund, Uta Klusmann
- **Sustaining use of metacognitive strategies: Professional learning and grounded actionable knowledge**
Simon Leonard, Florece Gabriel, Martin Westwell

Chair: Gyde Wartenberg

Wednesday 12:30-13:30	Lunch Break	Tusculum
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Wednesday 13:30-14:30	Keynote 1	
KEYNOTE SESSION Nourishing learners' and teachers' engagement and growth? The critical role of basic psychological needs and need-supportive socialization Maarten Vansteenkiste, University Gent, Belgium Chair: Reinhard Pekrun		E11 F-to-F with stream

Wednesday 14:40-16:10	Session Block II - Symposia	
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SYMP 1: Innovative student-directed learning approaches		E04 F-to-F
<ul style="list-style-type: none"> ▪ Students' interest and self-efficacy and the impact of changing learning environments Sabine Schweder, Diana Raufelder ▪ Self-directed learning with emotional adaptive intelligent tutoring systems Anja Henke, Rebecca Lazarides, Johann Chevalère, Hae Seon Yun, Verena Hafner, Niels Pinkwart ▪ Cognitive skills in school students' self-directed learning efficacy Õnne Uus ▪ Easy does it. Accommodating the need for autonomy and need for support in self-regulated learning Jorrick Beckers 		
Chair: Diana Raufelder		
Discussant: Lisa Bardach		

SYMP 2: Advances in emotion regulation research: A self-determination theory perspective		E08 F-to-F
<ul style="list-style-type: none"> ▪ Teachers' characteristics and students' emotion regulation, empathy, and pro-social behavior Guy Roth, Yaniv Kanat Maymon ▪ Emotion regulation styles and adolescent adjustment during and after a COVID-19 lockdown in Israel Moti Benita, Maya Benish-Weisman, Nitsan Scharf ▪ Emotion crafting: Individuals as agents of their positive emotional experiences Jolene van der Kaap-Deeder, Lars Wichstrøm, Maarten Vansteenkiste, Lennia Matos, Silje Steinsbekk ▪ Emotion regulation and autonomous vs. controlled motivation predict ill-being during the pandemic Lennia Matos, Moti Benita, Rafael Gargurevich 		
Chair: Moti Benita		
Discussant: Guy Roth		

SYMP 3: Parental involvement and children's learning outcomes: Different aspects, modes, and trajectories		114 Hybrid
<ul style="list-style-type: none"> ▪ Parental involvement in schooling, cognitive abilities, academic self-concept and achievement Francisco Peixoto, Gina C. Lemos, Leandro S. Almeida, Lourdes Mata, Isaura Pedro ▪ Latent profiles of parental homework help: Changes in middle school and adolescents' motivation Eve Kikas, Gintautas Silinskas, Kaja Mädamürk ▪ Parent control in homework: The role of parent negative emotions and perceptions of child efficacy Eleftheria Gonida, Dimitrios Stamovlasis, Konstantina Falanga ▪ Trajectories of perceived parental conditional support and psychological adjustment Therese Bouffard, Audrey Marquis-Trudeau, Carole Vezeau, Pascal Pansu 		
Chair: Eleftheria Gonida		
Discussant: Idit Katz		

SYMP 4: Interest development during higher education: What changes and how?
E11 | Online

- **A growth theory of interest intervention boosts math and science interest among arts undergraduates**
Paul O'Keefe, E.J. Horberg, Carol Dweck, Gregory Walton
- **Developing interest as a self-regulation strategy: The role of implicit beliefs**
Carol Sansone, Yun Tang, Jasmine Norman
- **How and why do students' career interests change during higher education?**
Kathleen M. Quinlan, James Corbin
- **Leveraging prosocial value in introductory chemistry to promote STEM interest and persistence**
Judith Harackiewicz, Michael Asher

Chair: Kathleen M. Quinlan

Discussant: Ann Renninger

Wednesday 14:40-16:10

Session Block II - Papers

PAPER 1: Expectancies, values and costs
214 | Online

- **Testing the GI/ E model with expectancy, value and cost beliefs amongst secondary students in Rwanda**
Dominik Bulla, Lars-Erik Malmberg, Steve Strand
- **Theoretical and empirical basis for a three-dimensional scale capturing expectancy-related beliefs**
Kerstin Kisielski, Susanne Narciss
- **A state-trait analysis of students' expectancy-value beliefs about math versus specific math tasks**
Daria K. Benden, Fani Lauermann
- **Reciprocal relations, stability and gender differences in the development of STEM career aspirations**
Tobias Debatin, Albert Ziegler, Heidrun Stoeger
- **Predictors of students' subjective task values and expectancies for success at middle school**
Utku Caybas, Yesim C. Aydin, Nur Akkus Cakir

Chair: Daria K. Benden

PAPER 2: Student wellbeing, alienation
213 | Online

- **Fostering student wellbeing in higher education: a systematic review of the literature**
Hanke Korpershoek, Marjolein Deunk
- **Longitudinal association between school alienation and students' academic achievement**
Julia Morinaj, Tina Hascher
- **Do today's schools fit all? Profiling motivation, cognition & wellbeing among Norwegian ninth graders**
Christian Brandmo, Gunnar Bjørnebekk, Riikka Mononen, Rolf V. Olsen, Kristin Slungård
- **Reciprocal effects of mathematics performance, school engagement, and burnout during adolescence**
Anna Widlund, Heta Tuominen, Johan Korhonen
- **Profiles of perceived instructional quality and their relevance for students' school alienation**
Katharina Fuchs, Ramona Obermeier, Michaela Gläser-Zikuda

Chair: Julia Morinaj

PAPER 3: Development of goal orientation, role of peers, teachers, classroom
105 | Online

- **Mastery, performance, outcome, and work-avoidance goals: Longitudinal trajectories and consequences**
Junlin Yu, Pia Kreijkes, Katariina Salmela-Aro
- **Goals of close friends versus the entire class: Relationships with individual achievement goals**
Alla Hemi, Nir Madjar, Yisrael Rich
- **Performance-approach goals: The operationalization makes the difference**
Linda Wirthwein, Ricarda Steinmayr
- **Effects of perceived peer and teacher goals on adolescents' achievement goals**
Alla Hemi, Nir Madjar, Yisrael Rich
- **The role of classroom & peers in students' achievement goal orientations over lower secondary school**
Elina E. Ketonen, Ninja Hienonen, Sirkku Kupiainen, Risto Hotulainen

Chair: Junlin Yu

PAPER 4: Promoting teachers' knowledge and use of motivational and self-regulated learning strategies 216 | Online

- **ESP teachers' use of motivational strategies: A classroom-oriented view**
Bochra Kouraichi
- **Three good things – An intervention to reduce preservice teachers' shame in mathematics**
Lars Jenßen, Katja Eilerts
- **Learning conceptions, regulation and processing strategies: paths towards deep professional learning**
Anna Ciraso, Carla Quesada-Pallarès, J. Reinaldo Martínez-Fernández, Jordi García-Orriols, Yansi Aurora Delgado Orrillo, Tânia Celeste Matos Nunes
- **Primary school teachers' content and pedagogical content knowledge about self-regulated learning**
Lies Backers, Hilde Van Keer
- **Strategy instruction in collaboration between a researcher and a teacher: The process and the effect**
Nao Uchida, Yu Mizuno

Chair: Lars Jenßen

Wednesday 16:10-16:30

Coffee Break

Wednesday 16:30-18:00

Session Block III – Symposia

SYMP 1: Emotion regulation in achievement contexts: How can we promote adaptive achievement emotions? E04 | Online

- **Dealing with achievement-related feeling: The regulation of achievement emotions questionnaire**
Kristina Stockinger, Reinhard Pekrun, Anne Schreyer, Viktoria Kithzmann, Elisabeth Vogl
- **The development and role of emotion regulation in elementary students' mathematics problem solving**
Kelsey Losenno, Krista Muis, Brendan Munzar, Courtney Denton Hurlbut
- **Control-value intervention to promote adaptive achievement emotions in fifth grade students**
Elisabeth Vogl, Kristina Stockinger, Reinhard Pekrun
- **The regulation of learner emotions through the introduction of music at varying tempo**
Matthew Moreno, Earl Woodruff

Chairs: Elisabeth Vogl, Ulrike Nett**Discussant:** Stephanie Lichtenfeld**SYMP 2: Teacher emotions, emotion regulation and student motivation** E08 | F-to-F

- **When to regulate and how – social context effects in teachers' emotion regulation**
Katharina Hilger, Melanie Keller, Anne Christiane Frenzel, Susanne Scheibe
- **Emotions of student teachers triggered by social interactions in the team practicum**
Gerda Hagenauer, Jennifer Waber, Tina Hascher, Lea de Zordo
- **Emotion regulation and need satisfaction shape a motivating teaching style**
Idit Katz, Angelica Moè
- **Teachers' emotion regulation in the team-taught classroom: a qualitative analysis**
Franziska Muehlbacher, Gerda Hagenauer, Melanie M. Keller

Chair: Katharina Hilger**Discussant:** Dave Putwain

SYMP 3: How network methods are innovating the research on multi-facetted motivation constructs 114 | Hybrid

- **When new methods drive new theory development: Networks and the situated expectancy-value theory**
Julia Dietrich, Julia Moeller, Asko Tolvanen, Jaana Viljaranta, Baerbel Kracke
- **Where do good hypotheses come from?: Creating formalized evidence-based hypotheses with networks**
Hye Rin Lee, Jacquelynne S. Eccles, Julia Moeller, Allan Wigfield, Daniela Alvarez, Katariina Salmela-Aro, Hanna Gaspard, Nayssan Safavian, Sandra Simpkins, Xin Tang, Drew H. Bailey, Ji Seung Yang
- **Which Insights Do Network Models Offer to Motivational Research?**
Stefan Kulakow, Julia Moeller, Frances Hoferichter
- **How network models help us understand ambivalent motivation: The example of passion**
Julia Moeller

Chair: Julia Moeller

Discussant: Laura Bringmann

Wednesday 16:30-18:00

Session Block III - Papers

PAPER 1: Role of motivation and/or emotion in STEM education 214 | Online

- **Effect of metacognition, emotions, and identity on students' reasoning orientation**
Rachel Sparks, Jenny Dauer
- **Enhancing the motivation and career aspirations in STEM among adolescent students: a cautionary tale**
Tim Urdan
- **Third graders' emotions in mathematics - different raters, different perspectives**
Riikka Mononen, Anna Tapola
- **Anxiety, motivation and academic performance in French elementary school pupils by gender**
Diane Sicre, Florence Bara, Nathalie Huet
- **Which epistemic emotions predict engagement in learning physics?**
Barbara Balaž, Nina Pavlin-Bernardic

Chair: Rachel Sparks

PAPER 2: Motivation research based on Self-Determination Theory 213 | Online

- **A differentiated look at introjected regulation within Self-Determination Theory**
Sonja Bieg, Florian H. Müller, Almut E. Thomas
- **Fostering secondary students' intrinsic motivation for a physics practical by inquiry-based learning**
Ralph Meulenbroeks
- **Need supportive supervision boosts junior doctors' work enjoyment & psychological need satisfaction**
Wieke van der Goot, Nico Van Yperen, Debbie Jaarsma, Robbert Duvivier
- **Observing teachers' (de)motivating styles: how does it relate to students' outcomes?**
Nele Van Doren, Katrien De Cocker, Nele Flamant, Ruben Vanderlinde, Leen Haerens
- **Pilot-testing a video annotation tool for optimizing physical education teachers' motivating style**
Arne Bouten, Nele Van Doren, Katrien De Cocker, Leen Haerens

Chair: Ralph Meulenbroeks

PAPER 3: Motivation and self-regulated learning interventions	105 Online
<ul style="list-style-type: none"> ▪ Increasing the motivation for learning-journal-writing as a self-regulated learning training Nina Udvardi-Lakos, Tino Endres, Alexander Renkl, Inga Glogger-Frey ▪ Supporting self-regulated learning in distance learning contexts at the higher education level Natalia Edisherashvili, Katrin Saks, Margus Pedaste, Äli Leijen ▪ Supporting learners' online self-regulated learning through targeted interventions: Experiment Margus Pedaste, Leo Aleksander Siiman, Natalia Edisherashvili, Äli Leijen, Katrin Saks, Külli Kallas ▪ Fostering multiple document comprehension: Motivational influences on the use of self-study material Theresa Zink, C. Hahnel, U. Kroehne, T. Deribo, N. Mahlow, C. Artelt, F. Goldhammer, J. Naumann, C. Schoor ▪ A bibliometric analysis of self-regulated learning from 1986-2021 Toshiyuki Hasumi 	
Chair: Margus Pedaste	

PAPER 4: Measuring motivation, emotion, and SRL	216 Online
<ul style="list-style-type: none"> ▪ Measuring achievement motivation by a two facet design - pictures, statements or both Iva Stuchlikova ▪ Psychometric properties of the questionnaire for medical students learning in the practice setting Evelyn Steinberg, Stephan Marsch, Takuya Yanagida, Ulrike Auer, Lukas Schwarz, Petra Bührle, Christopher Pfeiffer, Laura Dörrenbächer-Ulrich ▪ Validating a task-specific self-regulated learning questionnaire for primary education Rutmer Ebbes, Helma Koomen, Jaap Schuitema, Brenda Jansen, Marjolein Zee ▪ Development and validation of a short multidimensional scale measuring emotional competence Sebastian Gerbeth, Elena Stamouli, Regina Mulder ▪ Development and validation of a Clothing Motivation Scale in the context of China Yingyan Li 	
Chair: Iva Stuchlikova	

PAPER 5: Motivational, emotional, and metacognitive perspectives on reading	E11 Online
<ul style="list-style-type: none"> ▪ Emotional aspects and reading motivation in children with dyslexia: A dimensional framework Enrica Donolato, Enrico Toffalini, Cesare Cornoldi, Irene C. Mammarella ▪ Determinants of latent profiles of cognitive and metacognitive reading strategies in young adults Monica Onofrei, Ilka Wolter ▪ Sources of reading self-efficacy: Differential patterns of experiences among primary school children Pilvi Peura, Mikko Aro, Tuija Aro, Tuire Koponen, Helena Viholainen ▪ Desire to read Lisa van der Sande, Marjolein Dobber, Roel van Steensel ▪ Color design of Chinese poetry animation makes up for the low empathy learners' appreciation Yi Wang, Zhijin Zhou, Fred Paas 	
Chair: Enrica Donolato	

Wednesday 18:15-19:15	Keynote 2
KEYNOTE SESSION	E11 F-to-F with stream
There is no denying it: Motivation and emotion play key roles in public understanding of science Gale Sinatra, University of Southern California, USA Chair: Fani Lauermann	

Wednesday 20:00	Welcome Event - Guided City Tour
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Program Overview Thursday, 25.08.2022

THURSDAY, 25 AUGUST 2022						
09:00	Poster 1 E04 O Motivation regulation - Feedback - Beliefs <i>C: J. Maïke Trautner</i>	Poster 2 105 O Motivation - Emotion - Metacognition - Technology-enhanced SRL <i>C: Steffen Moser</i>	Poster 3 213 O Teacher motivation - TPACK <i>C: Aloysius C. Anyichie</i>	Poster 4 214 O Interest - Student engagement - Regulation of learning and motivation <i>C: Corwin Senko</i>	Poster 5 216 O Conditions and effects of interventions on student motivation and/or self-regulation <i>C: Denzien Scherer</i>	
10:30	Coffee Break					
11:00	Symposium 1 E04 P Individual and social resources relate to exhaustion and stress among school and university students <i>C: Frances Hoferichter D: Diana Raufelder</i>	Symposium 2 E08 P Secondary school students' academic emotions <i>C: Thea Peetsma, Tina Hascher D: Eleftheria Gonida</i>	Symposium 3 114 H Social behavior in childhood: A self-determination theory perspective <i>C: Sarah Teresa Steffgen D: Maarten Vansteenkiste</i>	Paper 1 213 O Self-beliefs, instructional design and motivation <i>C: Jelena Radisic</i>	Paper 2 214 O Group regulation and affect in collaborative learning <i>C: Hanna Jarvenoja</i>	Paper 3 105 O Achievement motivation: Students' expectancies, values, and academic success <i>C: Tim Urdan</i>
12:30	Lunch Break - Tusculum					
13:30	Keynote 3: Thomas Goschke - Volition and self-control: From executive functions to meta-control E11					
14:40	Symposium 1 E04 P Advancing research on achievement emotions in primary and lower secondary school <i>C: Daniela Raccanello D: Reinhard Pekrun</i>	Symposium 2 E08 P Smart students: How about their motivation for school? <i>C: Lisette Hornstra D: Thea Peetsma</i>	Symposium 3 114 H Integrating approaches to self-regulation in education: antecedents, processes and outcomes <i>C: Franz Wirths, Peter Gerjets D: Philip Winne</i>	Paper 1 214 O Teachers' motivation, goals, and well-being <i>C: Xiangyan Feng</i>	Paper 2 213 O Theoretical developments and methodological issues in motivation research <i>C: Luise van Keyserlingk</i>	Paper 3 216 O Instructional design, social interaction, and motivation <i>C: Kathryn Bartimote</i>
16:10	Coffee Break					
16:30	Mid - Career - Keynotes: Barbara Flunger, Heta Tuominen E11					
18:15	EARLI SIG-8 Business-Meeting					
20:00	Conference Dinner - French Pavilion - Alte Meister					

Program Thursday, 25.8.2022

Thursday 09:00-10:30

Session Block IV – Poster

POSTER 1: Motivation regulation – Feedback – Beliefs**E04 | Online**

- **Effects of social and individual academic self-concepts on school engagement in adolescence**
Diana Raufelder, Olga Steinberg, Rebecca Lazarides
- **Biophysiological stress markers relate differently to grit and school engagement among adolescents**
Diana Raufelder, Frances Hoferichter
- **Motivational idiosyncrasy and metacognitive feedback through design in the study of history**
Helen Margaritou-Andrianessi
- **Achievement and motivation: The role of receptivity to feedback and perceived feedback usefulness**
Jan Luca Bahr, Thorben Jansen, Lars Höft, Nils-Jonathan Schaller
- **The effects of internal feedback and self-compassion on the perception of negative feedback**
Helena Laudel, Susanne Narciss
- **Elementary school students' mindsets, effort beliefs and math task difficulty preference**
Ita Puusepp, Tanja Linnavalli, Elina Kuusisto, Sonja Laine, Kirsi Tirri
- **Conceptualising and reviewing instruments measuring mathematics motivation in primary education**
Maarja Sõrmus, Äli Leijen, Jelena Radisic, Krista Uibu
- **How are executive functions related to motivational self-regulation?**
Maike Trautner, Malte Schwinger

Chair: Maike Trautner**POSTER 2: Motivation – Emotion – Metacognition – Technology-enhanced SRL****105 | Online**

- **A web application on earthquake-related emotional preparedness: The role of achievement emotions**
Giada Vicentini, Daniela Raccanello, Elena Florit, Veronica Barnaba, Emmanuela Rocca, Erminia Dal Corso, Roberto Burro
- **Investigating predictors of students' certainty of assumptions about socioscientific issues**
Jenny Dauer, Caitlin Kirby, Amanda Sorensen, Cody Smith
- **The interaction of conscientiousness and learning strategies during learning with MetaTutor**
Franz Wortha, Elizabeth Cloude, Roger Azevedo
- **Navigating rough waters? Understanding emotion regulation in online distance collaborative learning**
Sabrine Hassane, Jorrick Beckers, Karel Kreijns
- **Studying student agency in digital interactions: an empirical approach**
Maria Hvid Stenalt
- **Emotional reactions and metacognitive engagement in a blended learning program through CBM**
Ana Remesal, Mireya Álvarez-Brinquis, Maria Carbo, Maryam Elkhayat, José Daniel Fierro, Merce Garcia-Mila, Tània Gri, Maria Josep Jarque, Gemma Pérez-Clemente, Esther Pérez-Sedano, Fàtima Vega
- **Development of learning strategies in primary school children: A latent change score modelling study**
Ji Zhou, Yehui Wang, Tao Xin
- **The role of learning tasks to foster regulated learning processes in online learning communities**
Steffen Moser, Maria Bannert

Chair: Steffen Moser

POSTER 3: Teacher motivation – TPACK
213 | Online

- **Learning about motivation theory improves preservice teachers' autonomy-supportive motivating style**
Linda Schürmann, Claudia Quaiser-Pohl
- **Learner autonomy in English language learning: teachers' beliefs and practices**
Merih Welay Welesilassie
- **Teachers' emotions in homework practice and their antecedents**
Christine Feiss, Gerda Hagenauer, Sandra Moroni
- **Personal resources and teachers' psychological functioning: A job Demands- resources approach**
Helena Granziera, Rebecca Collie, Andrew Martin
- **Training studies for teachers to promote students' self-regulated learning – a systematic review**
Sabrina Reith, Maria Bannert
- **Competent use of digital media in school by fostering reflection competence of prospective teachers**
Begüm Arvaneh, Maria Bannert
- **Understanding pre-service teachers' motivation and engagement in the context of a reflective journal**
Aloysius C. Anyichie
- **Can we measure feeling understood? Development of the student perceptions of teacher empathy scale**
Jeff Vomund, Angela D. Miller

Chair: Linda Schürmann

POSTER 4: Interest – Student engagement – Regulation of learning and motivation
214 | Online

- **Predictors and outcomes of situational interest in biology**
Niels Dohn
- **Situational interest creates overconfident judgments of learning**
Corwin Senko
- **A scoping review on situational interest sources within learning tasks in formal education**
Zhixing Guo, Luke Fryer
- **Promoting engagement among gifted underachieving adolescents: A mixed method single case design**
Sabine Sypré, Maarten Vansteenkiste, Karine Verschueren, Bart Soenens, Patrick Onghena
- **Engagement in learning physics within the contextual model**
Ema Petričević, Nina Pavlin-Bernardic
- **Learning profiles in adult secondary education: an individual learners' perspective**
Bea Mertens, Vincent Donche, Sven De Maeyer
- **The importance of enjoyment-based metamotivational strategies for learning**
Emily Corwin-Renner
- **The Role of motivation and SRL in sustainable learning in education**
Gili Eschinasi-Hanovich, Adar Ben-Eliyahu

Chair: Corwin Senko

POSTER 5: Conditions and effects of interventions on student motivation and/or self-regulation
216 | Online

- **The role of academic goals in strategy use, motivation, and emotions: A mixed-design pilot study**
Kamila Urban, Marek Urban
- **How are mastery goals and elaboration associated? A developmental view of self-directed learning**
Sabine Schweder, Diana Raufelder
- **How an intervention to improve notetaking quality can promote lecture understanding**
Mengsi Liu, Yuri Uesaka
- **Effect of the jigsaw classroom on student motivation and self-regulation: a longitudinal study**
Mathilde Riant, Anne-Laure de Place, Pascal Bressoux, Pascal Pansu
- **One for all? The predictive role of academic self-concept for multiple domains of academic success**
Lena Sofie Kegel, Carola Grunschel
- **Exploring the mentor's figure as a facilitator of new nurses' motivation to learn and their transfer**
Elena Roig Ester, Carla Quesada-Pallarès

- **Helping students' academic writing performance, metacognition, and writing self-efficacy**
Tiphaine Colliot, Dyanne Escorcía
- **Connections of concept-level learning with cognitive processing and regulation strategies**
Erika Österholm, Tuike Iiskala, Minna-Kaarina Wuorela, Outi Kortekangas-Savolainen, Mari Murtonen
- **Improving metacognitive monitoring with pictures**
Demian Scherer, Stephan Dutke

Chair: Demian Scherer

Thursday 10:30-11:00

Coffee Break

Thursday 11:00-12:30

Session Block V - Symposia

SYMP 1: Individual and social resources relate to exhaustion and stress among school and university students **E04 | F-to-F**

- **The interplay between emotional intelligence, stress and life satisfaction among adolescents**
Konstanze Schoeps, Immaculada Montoya-Castilla, Diana Raufelder
- **University students' motivational profiles during the pandemic: Stability and links to well-being**
Henriikka Juntunen, Heta Tuominen, Jaana Viljaranta, Riikka Hirvonen, Auli Toom, Markku Niemivirta
- **The role of peer feedback for student teachers' emotional exhaustion and self-efficacy**
Isabell Hußner, Rebecca Lazarides
- **Social support from parents and teachers buffers school students' subjective and objective stress**
Frances Hoferichter, Miriam C. Hufenbach, Hans Jörgen Grabe

Chair: Frances Hoferichter

Discussant: Diana Raufelder

SYMP 2: Secondary school students' academic emotions

E08 | F-to-F

- **Learning Under Stress: The Moderating Role of Future Time Perspective Objectives and Relevance**
Lucija Andre, Saar Koene, Joost Jansen in de Wal, Jaap Schuitema, Thea Peetsma
- **COVID-19 meets control-value theory: Emotional reactions to canceled high-stakes examinations**
Wendy Symes, Dave Putwain, Zhane Marsh-Henry, Reinhard Pekrun, Herbert Marsh
- **Students' enjoyment and boredom at the beginning of secondary school**
Simon Meyer, Juliane Schlesinger, Michaela Gläser-Zikuda
- **Effects of an intervention on students' emotion profiles in mathematics in lower secondary education**
Tanja Held, Tina Hascher

Chairs: Thea Peetsma, Tina Hascher

Discussant: Eleftheria Gonida

SYMP 3: Social behavior in childhood: A self-determination theory perspective

114 | Hybrid

- **Prenatal childbearing motivations, parenthood, and child social adjustment: A longitudinal study**
Reut Nachoum, Yaniv Kanat Maymon
- **Prosocial behavior between siblings: Parental conditional regard and autonomy support as antecedents**
Sarah T. Steffgen, Nantje Otterpohl, Avi Assor, Malte Schwinger, Yaniv K. Maymon, Joachim Stiensmeier-Pelster, Bat El Gueta
- **Emotional integration and dysregulation differentially predict prosocial behavior and empathy**
Moti Benita
- **Relationships between need-supportive teaching and student and teacher emotions**
Jingwen Jiang, Sarah Teresa Steffgen, Leen Haerens

Chair: Sarah T. Steffgen

Discussant: Maarten Vansteenkiste

Thursday 11:00-12:30

Session Block V - Papers

PAPER 1: Self-beliefs, instructional design and motivation

213 | Online

- **Revising expectancy-value motivational scale in mathematics: Cross-country and grade comparison**
Jelena Radisic, Francisco Peixoto, Kajsa Y. Hansen, Aleksander Baucal, Lourdes Mata, Ksenija Krstic, Anu Laine, Maarja Sõrmus
- **How do variables relate to K12-student's self-beliefs? A second-order meta-analysis**
Jennifer Meyer, Thorben Jansen, Jens Möller
- **Timing of information matters: effects on cognition, motivation, and emotion in game-based learning**
Yuanyuan Hu, Pieter Wouters, Marieke van der Schaaf, Liesbeth Kester
- **Fostering student motivation through tasks: The motivational potential of current textbook tasks**
Anna Heinle, Anja Schiepe-Tiska, Frank Reinhold, Jörg-Henrik Heine, Doris Holzberger
- **Can warning students of the consequences of examination failure promote engagement?**
Dave Putwain

Chair: Jelena Radisic

PAPER 2: Group regulation and affect in collaborative learning

214 | Online

- **The role of pedagogical emotions in teacher collaborative learning**
Dana Vedder-Weiss, Karin S. Shaulov
- **How do individual contributions play a role in group level regulation during collaborative learning?**
Sara Ahola, Jonna Malmberg, Hanna Jarvenoja
- **When collaborative group members don't engage in group level emotion regulation?**
Hanna Jarvenoja, Tiina Törmänen, Kristiina Mänty
- **Students' socio-emotional interaction profiles and regulation of collaborative learning**
Tiina Törmänen, Hanna Jarvenoja, Mohammed Saqr, Jonna Malmberg, Sanna Järvelä

Chair: Hanna Jarvenoja

PAPER 3: Achievement motivation: Students expectancies, values and academic success

105 | Online

- **Adolescents' motivational beliefs about effective learning, use of strategies and academic success**
Ita Puusepp, Kati Aus, Eliis Härma, Eve Kikas
- **Student definitions of success: Comparing liked and disliked classes**
Tim Urdan, Daniel Teramoto, Jada Lawson
- **Lower secondary school students' cross-domain expectancy-value-cost profiles in math and Finnish**
Kukka-Maaria Polso, Heta Tuominen, Petri Ihantola, Markku Niemivirta
- **Relation between support and students' national exam performance: The mediating role of motivation**
Utku Caybas, Yesim C. Aydin, Seyda D. Tarim

Chair: Tim Urdan

PAPER 4: Academic emotions: antecedents, individual differences, and consequences

E11 | Online

- **Types of boredom and other learning activity emotions: a person-centred investigation**
Dirk Tempelaar, Alexandra Niculescu
- **High performing adolescents in Mathematics: Motivational profiles and links with academic emotions**
Dimitrios Moustakas, Eleftheria Gonida, Dimitrios Stamovlasis
- **Affective, cognitive, motivational, and physiological components of achievement emotions**
Dirk Tempelaar
- **Test anxiety does not predict exam performance when knowledge is controlled for**
Maria Theobald, Jasmin Breitwieser, Garvin Brod
- **Emotions in educational trajectories. Formation, effects and interdependencies**
Matthias Huber

Chair: Matthias Huber

PAPER 5: Motivation, beliefs, and teacher-student-interactions**216 | Online**

- **Motivation and perspective-specific versus common teacher-student ratings of instructional quality**
Annika Koch, Fani Lauermann, Hanna Gaspard
- **A latent-difference-score analysis of student- vs. teacher-rated student motivation across domains**
Inga ten Hagen, Daria Katharina Benden, Fani Lauermann, Jacquelynne S. Eccles
- **Teachers' conditional regard, students' need satisfaction and agentic engagement**
Rinat Cohen, Yaniv Kanat Maymon
- **Teacher child relationship trajectories as predictors of sixth grade students' motivation**
Ineke Van der Veen, Annemiek Veen
- **Pre-service teachers' beliefs towards research evidence: results from an intervention study**
Maximilian Knogler, Ricardo Böheim, Annika Diery, Tina Seidel, Judith Harackiewicz

Chair: Inga ten Hagen

Thursday 12:30-13:30	Lunch Break	Tusculum
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Thursday 13:30-14:30

Keynote 3

KEYNOTE SESSION**E11 | F-to-F
with stream****Volition and self-control: From executive functions to meta-control**

Thomas Goschke, Technische Universität Dresden, Germany

Chair: Susanne Narciss

Thursday 14:40-16:10

Session Block VI – Symposia

SYMP 1: Advancing research on achievement emotions in primary and lower secondary school**E04 | F-to-F**

- **Achievement emotions and well-being at school: Transitioning from primary to secondary school**
Daniela Raccanello, Giada Vicentini, Kristina Stockinger, Roberto Burro
- **Longitudinal effects of perceived classroom support on students' achievement emotions**
Francisco Peixoto, Lara Forsblom, Lourdes Mata
- **Students' emotional trajectories in different educational contexts and relations with achievement**
Stephanie Lichtenfeld, Reinhard Pekrun
- **Emotions and achievement: Reciprocal relations and the moderating influence of academic buoyancy**
Dave Putwain, Peter Wood, Reinhard Pekrun

Chair: Daniela Raccanello**Discussant:** Reinhard Pekrun**SYMP 2: Smart students: How about their motivation for school?****E08 | F-to-F**

- **Socio-emotional experiences of school: Relations with cognitive ability and academic achievement**
Jessica Gnas, Elena Mack, Moritz Breit, Franzis Preckel, Julia Matthes
- **Academic motivation of high-ability students and their classmates in regular primary school classes**
Lisette Hornstra, Anouke Bakx, Sven Mathijssen, Jaap Denissen
- **Why do smart students underperform? Motivational underpinnings of gifted underachievement**
Jeroen Lavrijsen, Alicia Ramos, Lisa Linnenbrink-Garcia, Bart Soenens, Maarten Vansteenkiste, Sabine Sypré, Michiel Boncquet, Karine Verschueren
- **Do teachers motivate gifted students differently? The role of effectiveness and other beliefs**
Sabine Sypré, Maarten Vansteenkiste, Bart Soenens, Karine Verschueren, Joachim Waterschoot

Chair: Lisette Hornstra**Discussant:** Thea Peetsma

SYMP 3: Integrating approaches to self-regulation in education: antecedents, processes and outcomes 114 | Hybrid

- **An integrative framework for self-regulation in educational contexts**
Peter Gerjets, Franz Wortha, Benjamin Nagengast, Allan Wigfield, Roger Azevedo, Brent Roberts, Ulrich Trautwein
- **Predicting learning outcomes in school and the laboratory: A machine learning approach**
Franz Wortha, Tobias Appel, Maike Tibus, Birgit Brucker, Enkelejda Kasneci, Peter Gerjets
- **Does conscientiousness compensate for low interest in a lab setting?**
Anna Bareis, Marion Spengler, Sven Rieger, Maike Tibus, Tobias Appel, Peter Gerjets, Brent Roberts, Benjamin Nagengast, Ulrich Trautwein
- **Predicting art learning performance using grit and multi-perspective hypermedia learning behaviors**
Jeff Greene, Rebekah Freed, Matthew Bernacki, Franz Wortha, Robert Plumley, Rebekah Duke, Maike Tibus, Ann-Christine Ehlis, Peter Gerjets

Chairs: Franz Wortha, Peter Gerjets

Discussant: Philip Winne

Thursday 14:40-16:10

Session Block VI – Papers

PAPER 1: Teachers' motivation, goals, and well-being 214 | Online

- **Linking teacher responsibility with preservice teachers' motivation for becoming teachers**
Michaela Katstaller, Anna Maria Eder, Burkhard Gniewosz
- **Why do Cubans choose teaching? Exploring motivations and perceptions of trainee teachers in Cuba**
Martina King
- **Chinese teachers' intrinsic orientation for the profession: measurement and characteristics**
Xiangyuan Feng, Ridwan Maulana, Michelle Helms-Lorenz
- **Consequences of school boards' chaotic leadership style for teachers' well-being**
Leen Haerens, Lennia Matos, Angel Abos, Moti Benita, Andrea Koc
- **Group goals in teacher team meetings**
Miriam Babichenko, Dana Vedder-Weis, Yariv Feniger, Rinat Cohen

Chair: Xiangyuan Feng

PAPER 2: Theoretical developments and methodological issues in motivation research 213 | Online

- **Students' hopes for university and their engagement behaviours: an intermediate motivational theory?**
Kathleen M. Quinlan, Natalie W Gentry
- **College students' motivation and goal-oriented behavior: Integrating two motivation theories**
Luise von Keyserlingk, Charlott Rubach, Hye R. Lee, Renzhe Yu, Jacquelynne S. Eccles, Jutta Heckhausen
- **Towards an integrative framework for theories of motivation in education**
Detlef Urhahne, Lisette Wijnia
- **Variables related to academic motivation in K-12 education. A systematic review of meta-analyses**
Thorben Jansen, Jennifer Meyer, Allan Wigfield, Jens Möller
- **The challenge of data granularity and time frame in motivational processes: a learning experiment**
Thomas Martens, Moritz Niemann

Chair: Luise von Keyserlingk

PAPER 3: Instructional design, social interaction, and motivation 216 | Online

- **Triggers for interest in science in everyday family-life**
Irit Vivante, Dana Vedder-Weiss
- **Changes in mathematics self-concept, interest, and achievement in co- versus solo-taught classes**
Hans Lehtikainen, Markku Niemivirta
- **Control of disruptive behavior at school : a meta-analysis of "differential reinforcement for all"**
Irène Freyssinet, Pascal Pansu

- **Exploring the fidelity of motivation constructs within a large, diverse university student sample**
Kathryn Bartimote, Lorraine Smith, Helen Watt
- **Effective pedagogies by affective mathematics teaching**
Mei-Shiu Chiu

Chair: Kathryn Bartimote

PAPER 4: Assessing and supporting student's self-regulation

E11 | Online

- **How can we better support self-regulation skills in the early years classroom to promote learning?**
Michelle Downes, Amy McGrane
- **Are metacognition interventions in school-aged children effective? Evidence from a meta-analysis**
Janina Eberhart, Donna Bryce, Franziska Schäfer
- **Developing assessments with school teachers for students' metacognitive awareness of deeper learning**
Yuri Uesaka, K. Hirosawa, T. Sakaguchi, Y. Mizuno, E. Ota, S.i Shiba, M. Tomita, M. Chono, Y. Sugiyama
- **Children's behavioral and metacognitive strategies for regulating negative emotions**
Panayiota Metallidou, Eleftheria Lamprianidu
- **Regulating emotions in the early years classroom to improve the quality of teaching and learning**
Erika Galea

Chair: Panayiota Metallidou

PAPER 5: Metacognition, affect, and decision making

105 | Online

- **Observations of metacognitive tendencies of high and low foreign language anxiety learners**
Rebecca Paterson, Emmanuel Manalo
- **Individual differences in giving up tendencies**
Marvin Law, Lazar Stankov, Sabina Kleitman, Valerie Thompson
- **Explaining recall bias of students' emotional experiences in adolescence**
Philipp Schmidt, David Jendryczko, Carmen Zurbriggen, Fridtjof Nussbeck
- **Diagnostic processes under stress: eye-tracking in combination with physiological data**
Sara Becker, Tobias Dörfler
- **The epistemic emotion confusion may serve as a cue for accurate mental effort estimates**
Moritz Niemann, Diana Pistoll, Thomas Martens

Chair: Sara Becker

Thursday 16:10-16:30

Coffee Break

Thursday 16:30-18:00

Keynotes Mid-Career Awardees

MID-CAREER-KEYNOTES

**E11 | F-to-F
with stream**

- **Promoting student motivation: But how and for whom?**
Barbara Flunger, Universiteit Utrecht, The Netherlands
- **Balancing doing well with feeling well: Dynamics between student motivation and well-being**
Heta Tuominen, University of Helsinki, Finland

Chair: Hanke Korpershoek

Thursday 18:10-19:10

EARLI SIG-8 Business-Meeting

Thursday 20:00

Conference Dinner

French Pavilion - Alte Meister

Program Overview Friday, 26.08.2022

FRIDAY, 26 AUGUST 2022				
09:00	Keynote 4: Patricia A. Alexander – Skill, will, and thrill: The complex interplay of cognition, metacognition, motivation, and emotion in learning and development E11			
10:00	Coffee Break			
10:30	Invited Symposium 1 E04 P Do teachers' motivations, emotions, and self-regulation matter for students' educational outcomes? <i>C: Fani Lauermann, Ruth Butler, Bracha Kramarski D: Ruth Butler, Anastasia Efthides</i>	Invited Symposium 2 E08 P Development of motivation and metacognition <i>C: Eleftheria Gonida, Claudia Roebbers D: Deborah S. Mudd</i>	Invited Symposium 3 114 H Self-evaluations of learning and competences <i>C: Manuela Paechter, Marion Händel C: Philip Winne, Penelope Watson</i>	
12:30	Lunch Break – Tusculum			
13:30	Invited Symposium 4 E04 P Meta-motivation and meta-reasoning <i>C: Yves Karlen D: Patricia A. Alexander</i>	Invited Symposium 5 114 H Emotional and metacognitive processes during technology-based learning <i>C: Roger Azevedo, Michelle Taub, Reinhard Pekrun, Kristina Stockinger D: Susanne Lajoie, Inge Molenaar</i>		
15:30	Coffee Break			
16:00	Oxford Style Debate: How to investigate motivation, emotion and metacognition in instructional contexts? E11			
19:00	Wrap-up Joint Day – Carolaschlösschen – Großer Garten			

Program Friday, 26.8.2022

Friday 09:00-10:00	Keynote 4
KEYNOTE SESSION E11 F-to-F with stream Skill, will, and thrill: The complex interplay of cognition, metacognition, motivation, and emotion in learning and development Patricia A. Alexander, University of Maryland, USA Chair: Yves Karlen	
Friday 10:00-10:30	Coffee Break
Friday 10:30-12:30	Invited Interactive Symposia - I
SYMP 1: Do teachers' motivations, emotions, and self-regulation matter for students' educational outcomes? E04 F-to-F	
<ul style="list-style-type: none"> Teachers' perceived teaching competence and student-reported classroom processes and outcomes Fani Lauermann, Inga ten Hagen Teacher motivation and student outcomes: The search for the signal continued Lisa Bardach, Robert Klassen Interrelations between teacher and student motivation over time: An expectancy-value perspective Hanna Gaspard, Cora Parrisius, Fani Lauermann Teachers as agents in promoting students' SRL and performance: The "triple SRL-SRT processes" model Bracha Kramarski, Orna Heaysman Teachers' metacognition about supporting self-regulated learning in their classrooms Nancy Perry, Nikki Yee, Silvia Mazabel, Ben Dantzer, Xinke Wan, Marissa Hall Investigating teacher competence to foster self-regulated learning Charlotte Dignath, Yves Karlen 	
Chairs: Fani Lauermann, Ruth Butler, Bracha Kramarski Discussants: Ruth Butler, Anastasia Efklides	
SYMP 2: Development of motivation and metacognition E08 F-to-F	
<ul style="list-style-type: none"> Knowing minds: Early perspective taking predicts later metacognitive insight Daniela Kloo, Beate Sodian, Markus Paulus Self-efficacy and self-monitoring in elementary school: Do these judgments overlap? Marianne van Loon, Claudia Roebers Behavioral regulation versus explicit reports: Implicit metacognition in a lifespan perspective Marie Geurten Developments in adolescents' self-regulated learning after their transition to secondary school Thea Peetsma, Ineke van der Veen, Jaap Schuitema Developmental interplay between interest and competence perceptions during task engagement and over time Markku Niemivirta Future directions in research on motivation and metacognition Tim Urdan 	
Chairs: Eleftheria Gonida, Claudia Roebers Discussant: Deborah Stipek Mudd	

SYMP 3: Self-evaluations of learning and competences
114 | Hybrid

- The impact of intrinsic and extrinsic motivation on students' expectations for study outcomes
Bernhard Ertl
- Gender stereotypes might backfire - impact on the self-concept of female students in STEM subjects
Silke Luttenberger, Smirna Malkoc
- When feedback contradicts self-concept - impacts on psychophysiological recovery
Marina T. W. Eglmaier, Manuela Paechter, Sigrid Hackl-Wimmer, Ilona Papousek, Helmut Karl Lackner
- Self-concept and goal orientations moderate how pre-service teachers cope with classroom noise
Petra Steinlechner, Sigrid Hackl-Wimmer, Ilona Papousek, Helmut Karl Lackner, Manuela Paechter
- Metacognition and math performance in higher education
Tobias Ringeisen
- Elementary students' cue-utilization, monitoring accuracy, and regulation decisions
Janneke van de Pol
- The structure and relationship of monitoring strategies and judgment accuracy
Marion Händel, Markus Dresel

Chairs: Manuela Paechter, Marion Händel

Discussants: Penelope Watson, Philip Winne

Friday 12:30-13:30

Lunch Break

Tusculum

Friday 13:30-15:30

Invited Interactive Symposia - II

SYMP 4: Meta-motivation and meta-reasoning
E04 | F-to-F

- How are implicit theories about the malleability of motivation related to motivation regulation?
Maike Trautner, Malte Schwinger
- Are teachers' self-beliefs related to their expectations and values about self-regulated learning?
Yves Karlen, Johannes Jud, Carmen Hirt, Silke Hertel
- Indirect assessment of implicit theories of intelligence: A mouse-tracking measure predicts learning
Kata Sik, Veronika Job
- How can we optimize monitoring during complex learning?
Tino Endres, Julia Waldeyer, Martine Baars, Julian Roelle, Alexander Renkl
- Contribution of metacognitive questions to accuracy of judgment of learning in a digital environment
Tova Michalsky, Hila Bakrish

Chair: Yves Karlen

Discussant: Patricia A. Alexander

SYMP 5: Emotional and metacognitive processes during technology-based learning
114 | Hybrid

- Challenges and issues in research on emotions and metacognition with advanced learning technologies
Roger Azevedo
- Exploring the relation of emotion, motivation, and cognition in learning from digital media
Jan L. Plass
- Emotional and metacognitive processes during technology-based learning
Reinhard Pekrun, Kristina Stockinger, Michelle Taub, Roger Azevedo
- Emotions and metacognitive monitoring during game-based learning in students with exceptionalities
Michelle Taub, Allison Banzon, LaVonda Walker
- Advancement in socially shared regulation in learning and emerging challenges in research
Sanna Järvelä

Chairs: Roger Azevedo, Michelle Taub, Reinhard Pekrun, Kristina Stockinger

Discussants: Susanne Lajoie, Inge Molenaar

Friday 15:30-16:00	Coffee Break
Friday 16:00-18:00	Oxford Style Debate – Conference Closing
Oxford Style Debate 16:00-18:00 How to best investigate the interplay among motivation, emotion and metacognition in learning and instruction? Experts: Thomas Goschke, Technische Universität Dresden, Germany Kirsti Lonka, University of Helsinki, Finland Peter Reimann, University of Sydney, Australia Tim Urdan, Santa Clara University, USA Phil Winne, Simon Fraser University, Canada Moderators: Fani Lauermann, Hanna Gaspard & Charlotte Dignath <p>Investigating the interplay of motivation, emotion, and metacognition in learning and instruction is a very challenging research issue. Researchers use various methods, designs, and data to address this issue.</p> <p>The five debaters have longstanding experiences with a variety of research approaches including, large scale survey studies, experimental studies conducted in controlled lab-contexts, experience-sampling studies in authentic instructional contexts, technology-enhanced learning and study environments. In the debate they will bring in their expertise in several rounds of short statements in order to argue a pre-assigned position in a pointed manner. They have been asked to put aside their sensible, balanced views of the world and instead take a rabid stance in favor of the position they have been assigned to.</p> <p>The audience is invited to challenge the debaters by contributing their thoughts and questions, and to voice their opinions with regard to the positions that are argued. Make sure to bring your mobile devices (e.g., smart-phone; tablets, laptops) to contribute your questions and thoughts.</p>	
Conference Closing – Farewell 18:05-18:20 <ul style="list-style-type: none"> • Farewell – Conference President: Susanne Narciss • Farewell – SIG8 Coordinators: Hanna Järvenoja, Hanna Gaspard 	
Friday from 19:00	Wrap-up Joint Day – Carolaschlösschen Großer Garten

Social Events

The conference provides several opportunities for social networking and deepening the scientific exchange while enjoying the beautiful sights of Dresden:

- Welcome event – Guided City Tour – Wednesday evening
- Conference Dinner at the French Pavilion – Thursday evening
- Conference Wrap Up – Friday evening

The following sections will provide the core information to these social events. For more details and registration please visit the conference homepage:

<https://sig8meetssig16-dresden.de/social-events/>



Welcome Event – Guided City Tour

When: Wednesday August 22nd, 2022 at 8 pm (20:00)

Where: Meeting point Theaterplatz at the King Johann Monument

How to get there: Tramline 9 Wasaplatz to Theaterplatz or
Tramline 11 Dresden Strehleener Platz to Theaterplatz

Conference Dinner

When: Thursday August 25th, 2022 after the SIG8 Business Meeting (starting around 20:00)

Where: French Pavilion of Restaurant Alte Meister, Theaterplatz Dresden

How to get there: Tramline 11 Dresden Strehleener Platz to Theaterplatz
Tramline 9 Wasaplatz to Theaterplatz

Conference Wrap-Up

When: Friday August 25th, 2022

Where: Carolaschlösschen (Großer Garten)

How to get there: Ten minutes walk from the Conference Venue from August-Bebel-Straße via
Gustav-Adolf-Straße and Oskar-Straße

If you have not registered for the social events, but are interested to do so, please contact us as soon as possible through info@SIG8meetsSIG16-Dresden.de

For all social events there is a limited number of spaces and they will be filled according to first in first serve principle.

Useful information

Dresden

Dresden is one of the most beautiful German cities. There are many places to visit including the historic city center (Altstadt) with the Frauenkirche (Church of our Lady), the Dresden Castle (hosting several museums), the Semper Opera, the famous baroque garden Zwinger, or the Neustadt on the other side of the river Elbe with its reconstructed baroque quarters and in its outer part, a very lively cultural district with for example the Kunsthof Passage (Art Courtyard Passage, Alaunstrasse 70).

Dresden is filled with cultural treasures. It would go beyond the space here to list all museums, sights and cultural events that are worth to be visited in Dresden. The website of Dresden Tourism offers an excellent inside to all attractions <https://www.dresden.de/en/tourism/tourism.php> Note that for some museums you need to book specific time slots in advance (e.g., the Historic Green Vault, the restored treasury of Baroque King August the Strong - <https://gruenes-gewoelbe.skd.museum/en/>).

Getting around in Dresden

The city centre is compact and partly pedestrianized, which makes walking an enjoyable way to discover Dresden. Another comfortable way of getting around throughout Dresden is by public local transport (trams and busses). For information on timetables and network maps please visit the website of Dresdner Verkehrsbetriebe (<https://www.dvb.de/de-de/>). Note there is a special offer – the 9-Euro-Ticket that can be used in regional trains and in all German public transportation networks.



How to get the Conference Venue

The conference will be held at the TU Dresden building August-Bebel-Str.20, 01219 Dresden, Germany. You can get there easily from Dresden airport, the central station and also by public transportation or by car (note that there are only a few parking spots in August-Bebel-Straße, use rather Weberplatz or Reichenbachstraße). Buses and trams run every 10 to 15 minutes during the day.

- Arriving at the airport:
Take a taxi or the suburban train S2 to City or directly to Strehlen train station „Haltepunkt Strehlen“ (a 5 minutes' walk from the Conference Venue)
- From the central station:
Exit east for taxis or the bus route 66 to Dresden Weberplatz (just a few steps from the Venue)
- Departing from the conference venue:
tramline 11 is stopping at Strehlemer Platz – it takes you to the main station and the Theaterplatz
tramlines 9 is stopping at Wasaplatz – it takes you also to the main station and the Theaterplatz
bus routes 63, 68, 61 and 85 arrive at „Haltepunkt Strehlen“ or „Wasaplatz“

Taxis can be called via phone +49 351 211 211 – ordered via app or <https://www.taxi-dresden.de/taxi-bestellen/>



für iOS



für Android



The Conference Venue

The keynotes and all other plenary sessions will take place in the big Lecture Hall E11 of the Ground-Floor. The in-person symposia sessions will take place at the Ground-Floor as well (Lecture Halls E08; and E04). The hybrid symposia will take place in the Seminarroom 114 at the First Floor. The further rooms for joining online-sessions are located either on the First or Second Floor. They are equipped with a presentation laptop and a video projector to guarantee that all presenters who are in Dresden can present their contribution at the venue. For further details on how to find the rooms see <https://navigator.tu-dresden.de/etplan/abs/00>.

Conference registration

The conference registration desk is located in the building at August-Bebel-Str.20, 01219 Dresden (ground floor). It is open daily during the conference hours. Further, conference assistants and members of the conference organisation committee are glad to help you.

Cloakroom and Lost Property

A cloakroom is available near the conference registration desk. Our cloakroom will be staffed during the conference. However, neither EARLI nor the local organizers accept any liability for the loss of or damage to any items left in the cloakroom. Of course, we'll do our best to keep everything safe.

In case you lose something during the conference, please contact the conference registration desk.

Lunch & Coffee/Tea

Lunch will be served in the Tusculum, just a few steps from the venue.

Coffee, tea and snacks will be served in the ground floor foyer. Water bottles can be refilled at any tap. Dresden's drinking water is of high quality.

Internet Access

The TU Dresden is part of the Eduroam program. Eduroam is the worldwide roaming access service developed for the research and education community. Select the eduroam Wi-Fi network and log in using your home-university account. If this solution does not work for you there will be the possibility to use a guest network through the university. Please inform the registration office if you need one. They will provide you with the user name and password.

Emergency

In case of a non-life threatening emergency, ask a conference assistant to contact the first aid personnel. In case of a life threatening medical emergency, dial the number 112. In case of fire, call number 112. If the police are needed, call the number 110. These numbers can be dialled from any European mobile phone.

Medical Service

You can find a small dispensary at the conference registration desk. Several pharmacies are located nearby (e.g. at the main station, Wasaplatz, and the city centre).

Accessibility information

All rooms listed for the conference offer a barrier-free access. If you have any special needs please let us know in advance. We will do our best to provide you with the support you need.