Keywords: student learning, student social identification, academic motivation, approaches to learning

Types of students motivated for leisure versus school: A person centered longitudinal study in the lowest level of secondary education in the Netherlands

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Increasing future time perspectives on leisure have been found to undermine students’ academic motivation and achievement. Especially for students in the lowest level of secondary education this can bring along an unfavorable school career. Recognizing types of students with different levels of leisure time, makes it possible to respond to this early in their school career. Participants were 1,168 12-13 year old students attending pre-vocational education in the Netherlands. Questionnaires on leisure perspectives and school motivation were administered four times during a year and student marks were collected. Using Growth Mixture Modelling, three groups of students were distinguished: a group with an intermediate and decreasing leisure perspective, a group with a quite high and increasing perspective on leisure and a small group with a stable low leisure perspective. The developments in achievement and academic motivation of these groups were compared.

Keywords: Longitudinal research; secondary school; academic motivation; time perspective

Conceptualizing social presence as a motivational component in e-learning: A case study in blended teacher education
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To date there is no consensus definition of the construct of social presence. It is even not clear whether the construct does have any sort of influence on e-learning situations. In this study this construct is approached from a socio-cultural perspective and thus recognized as an essential component of the virtual and blended collaborative learning process. Socio-cultural and social identity theory give support to interpret the development of a small group collaborative writing activity within a blended program of Educational Psychology at a School of Teacher Edu-

cation. Social presence is understood as the result of participants’ enacted strategies to create and maintain a group identity and a shared goal, that is, social presence is seen as the sum of individuals’ actions that contribute to the creation of a community feeling in such a way that the learning process is emotionally supported. Fifteen student-teachers participated during seven weeks in the study, working in small groups of 3 and 4 members. They were expected to write a collaborative argumentative text by means of a non-specific asynchronous device (a forum space). Through qualitative content analysis we classified the participants’ interventions along two dimensions with each two opposite values: individual-oriented versus group-oriented, task-oriented versus people-oriented. Each of these dimensions holds three categories that contribute to draw a picture of each of the four groups in terms of their motivational characteristics, highlighting different motivational aspects that appear to be playing a key role in their learning process.

Keywords: e-learning, collaborative writing, socio-cultural theory, social presence

Uncertainty management and goal implementation in the transition to adulthood
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The process of transition to adulthood, in Western late modern societies, has become, in the last few decades, increasingly more complex and prolonged. In a socioeconomic context characterized by high levels of insecurity, uncertainty and a lack of social support, the continuous postponement of the entrance into full adulthood has led to the emergence of a new life phase (emerging adulthood) in which non-linear and discontinuous transition processes have become increasingly frequent. In this contingent and uncertain environment, the path of transition to adulthood tends to become more individualized and to materialize in labyrinthine and nonlinear trajectories. In this scenario, the attainment of life goals seems to be increasingly contextualized in a choice biography which ascribes to the individual the responsibility (and respective risk) in defining his/her life goals in the context of autonomously delineated life projects. As these have to be constructed in a context of uncertainty and risk, they may tend to be dependent on the strategies used for uncertainty management. The present study aimed at capturing uncertainty management strategies used by emerging adults as they navigate their way into adulthood, as well as their influence in the process of goal definition and
Implementation. Results permitted to observe that these strategies lead to the prevalence of short-term, present-focused and for the most part disconnected goals. This phenomenon, on its turn, tends to influence the perception of adulthood as something illusive or at least increasingly protracted in time.

Keywords: transition to adulthood, uncertainty, management, life goals

Paper Session 16: Motivation and Self-Regulated Learning

Chair: Piero Bescuso, University of Padova, Italy

Motivation, learning strategies and regulation in Latin-American context

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Empirical studies in Peru and Costa Rica show that the motivational goals and aspirations of adolescents in private and public secondary schools are characterized by a rather low degree of realism (Herrera, Lagrou, & Lens, 2002) and a short future time perspective (43.82% of the students in Lima and even 75.31% in Costa Rica (Herrera & Lens, 2008). Based on these findings, a pilot educational intervention program will be applied in 2010 in San José (Costa Rica). The most important variables for running this program are Future Time Perspective, Instrumental Motivation, Learning Strategies and Behavioral Regulation among ninth grade students from four public schools. This grade level was selected because the drop-out rates are becoming very high in tenth grade (9.4%). It is the intention of the project to prevent this elevated attrition in grade 10 and work with the students one year in advance. A summary of students’ base line before starting the intervention program will be presented. 128 students (58 boys and 70 girls) were selected; their age range goes from 14 to 18 years old. The instruments used for measuring the four key variables were analyzed in terms of their validity and reliability. Concordance index inferring the opinion of ten experts and Cronbach alpha applied as psychometric criteria. Differences according gender, age and schools will be reported. The outcomes will show the starting point of the future intervention program and it is expected that after its application the four assessed variables show changes.

Elementary school students’ regulation and cognitive strategy use in challenging learning situations

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There is a firm body of empirical research and theoretical development in self-regulated learning (SRL). Self-regulated learners regulate their cognition, motivation and environment in order to learn effectively. Yet, learning is seldom a solitary task, since students face challenges that might hinder students’ ability to use learning strategies. It is not yet clear how students discover effective learning strategies and how they actually maintain strategic activity in practice. The aim of this study is to examine how elementary school students self-regulate the challenges they encounter when studying science and how strategy use is linked to their achievement. Elementary school students (N = 20) aged 9 to 10 years participated in a science project for two months. The pedagogical structure was designed to give students opportunities to promote self-regulated learning. Learning material was in study learning environment which prompted the students’ cognitive strategy use. The students’ learning gain was measured by classifying the mind maps they created before and after the study period. Also, the challenges students encountered and regulatory activities they used to resolve these challenges were coded from the interview data. In order to capture how the students regulated their cognition, contents of each student’s learning space in the study was analyzed. The study results suggest that elementary school students are capable to self-regulate their learning and successful regulation is linked to the students’ achievement. Yet, the students’ willingness or skill to encounter these challenges vary and it seems to influence to the students’ strategy use.

Keywords: self-regulated learning, learning strategy, computer supported learning

Investigating the Role of Motivational Regulation in Self-regulated Learning of Chinese College Students

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Though it is generally agreed that students’ motivational self-regulation is important component in self-regulated learning, it remains to be insufficiently