With age, boys use more work-avoidance. Younger students value school activities more than older ones. They are both more learning and more performance oriented, show less work-avoidance and more frequently believe that school success is under their own control. With age there is tendency for students to attribute progress in learning more to external factors than to their own effort. Older students see themselves as less capable of putting effort into learning situation and use less deep, less surface processing and more self-handicapping processing as learning strategy.

POSTER M 46
Self-concept of mathematically gifted and non-gifted high school students: The effect of achievement level
Daria Rovan, University of Zagreb, Croatia

The aim of this study was to explore the effect of level of mathematical giftedness and student's gender on students' personal competence perceptions, fear of negative evaluation and self-esteem, controlling for their general school achievement. Participants in the study were high school students forming three groups: highly gifted (N=62), moderately gifted (N=99) and non-gifted students (N=77). The results showed that mathematically gifted students did not differ from their non-gifted peers in their personal competence, fear of negative evaluation and their self-esteem evaluations. The effect of gender was significant only for the fear of negative evaluation indicating that female student show more intensive fear than their male peers do. The most interesting result is the interaction between gender and mathematical giftedness level for the measure of self-esteem.

POSTER M 47
Towards self-regulation and co-operative learning through technology-based environments in higher education
Hannele Niemi, University of Helsinki, Finland
Marko Boon, University of Helsinki, Finland
Anna Lauronen, University of Helsinki, Finland
Pirvi Virtanen, University of Helsinki, Finland

The presentation introduces validation process and initial results of using new interactive tools (The IQ FORM) for assessing self-regulation and collaborative processes in Web-based learning environments. The interdisciplinary research group has built the tools for promoting learners' self-regulation, learning skills and strategies, and supporting collaborative processes in virtual environments. Students and learning groups may select one or more tests for self-evaluation. They get their test results on-line as visual profiles and statistics. All components of each test have an interactive connection with tutoring sets. The pilot use gave evidence that young students benefited both from the IQ FORM. If the learning style is very fixed, students do not want to change it. Some students saw it important that they had become aware of their learning process and found strategies to develop it. The concrete issues of self-regulation, such as time-management and help-seeking strategies, were considered very useful.

POSTER M 48
Perceived social support, emotional distress, and motivation
Koeri Miki, Doshisha University, Kyoto, Japan
Hirotsuga Yamauchi, University, Kyoto, Japan

This study examined the relations among perceived social support (from parents, teachers, and peers), emotional distress, motivation at school (academic goal orientations, social goal orientations, and school and class-related interest) in adolescents. Participants were 241 eighth-grade students in a Japanese junior high school. The relations of perceived support from parents, teachers, and peers to student motivation differed depending on the source of support and motivational outcome: Parent support was positively related to performance-approach goal orientations, social goal orientations, and both types of interest; teacher support was positively related to performance-approach goal orientations, social responsibility goal orientations and classroom related interest; peer support was positively related to social goal orientations and school-related interest. The study also found negative relations between perceived support from parents, teachers, and peers, and emotional distress respectively. The role of teachers, peers, and parents in promoting students' school motivation or relieving distress is discussed.

POSTER M 49
Health and well-being: An educational approach
Raffaella Smerero, University of Padova, Italy
Maria Azezraneni, University of Padova, Italy
Eliisabetta Ghezzi, University of Padova, Italy

Health and well-being assume different meanings which determine the behavior of individuals and groups. In particular two theoretical approach (bottom-up/top-down theories) seek to explain how the different concepts of health and well-being determine the behavior of individuals. Today the two theories represent an integrated model of investigation. The research investigates the meanings that the young people assign to the health and well-being considering the integrated model of bottom-up/top-down theories. It is useful an in-depth knowledge of the meanings that the adolescents assign to the dimensions of health and well-being to facilitate preventive interventions in the schools. To this aim, 1240 adolescents (17/18 years old) are involved in the study. The hypothesis is that there are significant differences among the three groups in the attribution of meaning. Quantitative analyses of the data collected are conducted using factorial analysis, ANOVA and T Test comparing the groups by different variables (gender and city).

POSTER M 50
The role of motivational beliefs in influencing the school trajectory of underachieving student
Marina Serra de Leon, University of Porto, Portugal
Teresa Goncalves, School of Education, Viana do Castelo, Portugal

One of the reasons why school underachievement is a strong predictor of future performance is because it often reflects poor academic knowledge and skills. However, motivation might as well play a role in influencing the future performance of underachieving students, by buffering or aggravating the consequences of failure. For example, those who keep higher self-perceptions of competence might be more protected against the debilitating effects of continued failure. In the present study we examined the role of students' school related beliefs, in influencing the school performance trajectory of 7th grade underachievers (N=130), along the school years (from 6th to 9th grade). Results are discussed in terms of: (1) continuity and change in the school performance trajectory of these students, (2) the role of students' beliefs in influencing their subsequent performance, exploring the probability of escaping the school failure pathway in relation to students' control beliefs, and (3) the development of the relations between the actual and the perceived competence of these students.