form of cumulative benefits (H1- additive effects), interdependent benefits (H2- negative congruence effect), peer-specific compensatory benefit (H3- positive asymmetric congruence effect), and non-specific compensatory benefits (H4- positive asymmetric incongruence and congruence effects). Using high school data (N > 600 adolescents aged 15 to 18), results show that well-being and engagement are strongest when both sources of relatedness are provided for, but that situations of imbalance may be detrimental to these outcomes, even at high levels of peer or teacher relatedness. Implications for theories and practices on relatedness at school are drawn. Keywords: school relatedness; adolescent well-being; school engagement; cubic polynomials

Session J 26
24 August 2023 14:45 - 16:15
UOM_GYM
Roundtable
Teaching and Teacher Education

Motivation and Self-Regulated Learning
Keywords: Argumentation, Creativity/Divergent Thinking, Emotion and Affect, Inquiry Learning, Metacognition, Motivation, Reading, School Effectiveness, Secondary Education, Self-regulated Learning and Behaviour, Teacher Effectiveness, Teacher Professional Development

Interest group: SIG 11 - Teaching and Teacher Education, SIG 16 - Metacognition and Self-Regulated Learning

Chairperson: Leon Catryse, Belgium

Innovative Behavior and Antecedents: Comparing Teachers with other Academic Professions
Keywords: Motivation, School Effectiveness, Teacher Effectiveness, Teacher Professional Development

Presenting Author: Verena Jörg, DIPP | Leibniz Institute for Research and Information in Education, Germany; Co-Author: Franziska Baier, Goethe-Universität Frankfurt, Germany; Co-Author: Ulrike Hartmann, German Institute for International Educational Research (DIffP), Germany; Co-Author: Stefanie Gaeckle, German Centre for Higher Education Research and Science Studies (DZHW), Germany; Co-Author: Mareike Kunter, DIPP | Leibniz Institute for Research and Information in Education, Germany

Todays’ teachers are required to show adaptability and innovative behavior (Paniagua & Istance, 2018). Still, teachers are often seen as inert to innovation (in public and research). This claim is based on the assumptions that people who enter the teaching profession either show certain unfavourable characteristics (low openness for new experiences, risk aversion) or that characteristics of the school environment prevent innovative behavior (high workload and bureaucratic structures). The present study analyzes whether teachers show less innovative behavior than comparable employees and investigate what factors (of the individuals and the workplaces) might contribute to possible differences. We use longitudinal data of a representative German panel sample (Teachers/other (semi-)professionals=435/687). Participants were surveyed at three measurement points, before entering their professional lives as well as five and seven years later. We find that while teachers differ from other (semi-)professionals in their risk aversion and openness before career entry, they even report more innovative behavior than the compared group after entering their professions. This can be explained by higher autonomy of their jobs, while earlier openness and risk aversion do not affect teachers’ later innovative behavior significantly. Possible reasons for differential effects and further analysis required are discussed.

The development of students’ ideas during group conversations in secondary education.
Keywords: Argumentation, Creativity/Divergent Thinking, Inquiry Learning, Secondary Education

Presenting Author: Martina van Uum, Radboud Teachers Academy, Netherlands; Co-Author: Petrie van der Zanden, Educational Institute of Social Sciences, Radboud University, Netherlands

In the current study, we investigate students’ creative group processes during an inquiry- and design-based project in secondary education. Our research question is: How do ideas of students in secondary education develop over time during group conversations in which they share, criticize and integrate each other’s ideas? The participants are 40 students in their second year of secondary education. In 10 lessons, the students (in groups of 3 or 4 students) designed a part of a garden for a residential care center in the Netherlands. We audio recorded the conversations of each group and, subsequently, transcribed fragments that focused on students’ ideas. These fragments were inductively analyzed via open coding to find out how the students talked about their ideas. Subsequently, we made a timeline for each group to find out how the ideas of the students developed over time during their group conversations. Our preliminary results show that most groups of students generated and selected ideas for their garden design at the start of the project; after a few lessons when visualizing their ideas on a mood board; and in the second part of the lesson series when developing models for their part of the garden. Most of the time, students built on each other’s ideas. In addition, there were moments when students provided arguments in favor of or against ideas, or ignored ideas of others. We plan to further investigate the group conversations of the students to find out how their ideas developed over time.

The influence of enjoyment on self-regulated learning from texts
Keywords: Emotion and Affect, Metacognition, Reading, Self-regulated Learning and Behaviour

Presenting Author: Celina Saffertal, University of Education Karlsruhe, Germany; Co-Author: Anja Prinz-Weiß, University of Education Karlsruhe, Germany

For successful self-regulated learning from texts, learners must accurately judge their comprehension and engage in effect regulation activities. Despite the well-known influence of enjoyment on learning processes and outcomes, little is known with regard to its role for judgment accuracy and regulation. First evidence indicates that higher levels of positive emotions, such as enjoyment or hope, are related to more overconfident judgments, and higher levels of negative emotions, such as anger and hopelessness, to more underconfident judgments. In the present study, we aim at investigating the impact of middle school students’ enjoyment on self-regulated learning from texts. The experimental group receives a training to increase enjoyment, whereas the control group receives no training. We expect that increased enjoyment will lead to greater overconfidence in one’s comprehension, which in turn will inhibit regulation activities and prevent further comprehension improvements. These results would indicate that teachers and learners must be sensitized to the circumstance that there is a downside of enjoyment because it can impair self-regulation processes.

Session J 27
24 August 2023 14:45 - 16:15
AUTH_T202
Workshop
Learning and Special Education

Daisy Robot and ARRoW Method aiming to assist children with Autism Spectrum Disorders
Keywords: Educational Technologies, Health-care Education, Social Development, Special Education

Interest group: SIG 07 - Technology-Enhanced Learning And Instruction

In this workshop will be presented how social assistive robots (SARs), have proven to be suitable tools, to assist children with autism spectrum disorders (ASD) to develop social skills and strengthen their motivation to interact with their peers. The Daisy robot, which was designed and built to be compatible with the characteristics of the autism spectrum, will be presented, its functions and scenarios will be analyzed with the utilization of the ARRoW method. Two robots will be available so that those who attend will be able to design their own scenarios and to present them using the robots. Keywords: Socially Assistive Robots,