

Educational and School Psychology

PUBLIC LECTURE

PL05

Diversity of Learning in Classroom and Role of Psychology in Japan: The History, the Present Situation, and the Prospects

Masayoshi Tsuge University of Tsukuba, Japan

Beginning of the 21st century, Japan is, fundamentally review some of the education of children with disabilities up to it, tried to historical paradigm change to a new special needs education. And, learning disabilities (LD), attention deficit hyperactivity disorder (ADHD), and high-functioning autism (ASD) has been newly positioned clearly to the law and institutions. As a result, especially since 2005, academic research and educational practice has been rapidly increasing. Therefore, in this lecture, developmental disabilities, including learning disabilities (LD) in Japan, about the psychological understanding and support, will be discussed, from the point of view of historical changes since the Meiji period, grasp of the current situation, and future prospects. And, in particular, for the appearance of a variety of learning in the classroom in Japan of contemporary, and, about the possibility of the role and contribution of psychology to the elucidation of its aspects, will be discussed.

INVITED ADDRESS

IA052

Educational Psychology in the UK : Practice, Training and Research

Victoria L Lewis None, United Kingdom

This Address will introduce the dynamic role of Educational Psychologists working in the United Kingdom. Following a brief introduction to the history of the profession of Educational Psychology, there will then be a focus on the current initial training model and how this supports the development of professional practice, with attention to key themes. This will include a discussion of how recent changes to Government legislation and Policy in the field of Special Educational Needs and Disability impinges upon the role. It will be argued that an integration of theoretical bases for practice and research paradigms will help the profession to flourish. Dr Victoria Lewis is a teacher-tutor on the Doctorate of Child and Educational Psychology at the University of Sheffield and an associate tutor with the University of Nottingham, England. Victoria is also an experienced, practising Educational Psychologist working in Nottinghamshire, England.

IA053

Towards a new science of academic engagement

Katariina Salmela-Aro (1,2) 1. University of Helsinki, Finland; 2. University of Jyväskylä, Finland

This presentation focuses on a new science of academic engagement addressing the question, "Is there a dark side to academic engagement and a bright side to disengagement?" According to the PISA ratings, Finnish students are among the best performers worldwide, consistently achieving top scores. However, recent research findings show that Finnish adolescents may not be emotionally engaged in school. A recent PISA survey revealed that 15-year-old Finnish students ranked 60th out of 65 countries in their liking for school (OECD, 2013). Many Finnish secondary school students reported school burnout, feelings of inadequacy, exhaustion at school, and cynicism about the values of school. I present recent findings from several longitudinal studies that have sought to identify different trajectories and profiles of emotional engagement and school burnout; the longitudinal associations of emotional engagement and school burnout with academic and psychological outcomes; and explore the role of social context for academic engagement.

IA054

Evidence-based prevention of school bullying (ijime): KiVa antibullying program

Christina Salmivalli University of Turku, Finland

The call for effective prevention of bullying has resulted in numerous school-based programs developed for this purpose. KiVa antibullying program was developed in Finland, with funding from the Finnish ministry of education and culture, and is now used by 90% of Finnish schools providing basic education. Recently, the program has become available in several other countries. There is strong evidence of the program's success in reducing bullying perpetration and victimization; in addition, numerous other positive effects have been documented, including increased school well-being and academic motivation, positive perceptions of peer climate, and reductions in social anxiety. In the presentation, the universal and indicated components of the KiVa program are highlighted, and the research on its effects in the short term (the first year of implementation) and long term (now implemented for seven years across schools in Finland) are summarized.

IA055

Psychological perspective and conditions of giftedness

Andrzej Sekowski The John Paul II Catholic University of Lublin, Poland

The psychological perspective on giftedness and genius takes into account the etiology, structure and diagnosis of giftedness as well as individual differences and personality, which are predictors of outstanding human achievement. Psychologically oriented giftedness research involves the study of intelligence, creative abilities, personality, wisdom, and the impact of genetics and the environment on the development and actualization of outstanding abilities. In this article, we also discuss the problem of underachievers as well as psychological determinants of outstanding life, professional and academic achievement. A psychological analysis of the achievements of exceptionally gifted persons points to the importance of their social relations. Modern means of communication create new possibilities of using and developing giftedness. The psychological perspective on giftedness is both about maximising the achievement of gifted persons and taking into account their personal goals, values and aspirations as factors that affect the quality of their lives and personal development.

INVITED SYMPOSIUM

IS049

International Perspectives on Motivation and Engagement in Education

Organizer: Andrew J Martin University of New South Wales, Australia

Session Abstract:

This symposium, hosted by Division 5 (Educational, Instructional, School Psychology), showcases research on motivation and engagement from diverse regions of the world, including North America, Asia, and Australia. The contributions traverse academically typical students as well as academically at-risk students. <!--[if gte mso 9]>

Teacher Structure as a Predictor of Students Perceived Competence and Autonomous Motivation: The Moderating Role of Differentiated Instruction in the Canadian Context

Frederic Guay, Amélie Roy, Pierre Valois Laval University, Canada

According to self-determination theory, provision of structure by teachers allows students to develop perceived competence in school subjects, which in turn facilitates the development of their autonomous motivation and limits the development of their controlled motivation. In this study, we test a mediated moderation model positing that teacher structure has a stronger positive effect on students' autonomous motivation (and a negative effect on controlled motivation) in French class when differentiated instruction is used frequently, and that this moderation effect is mediated

as one of the most important criteria of creativity. Data of 742 Lithuanian pupils from 11 to 17 years from a larger project were analysed. They completed Test of Creative Thinking (TCT-DP) (Urban, Jellen, 1995), SPM test (Ravens et al., 1998) and Adjective Check List (Marinskaite, 2006). Information about the family and environmental factors was presented by their parents. The results showed that 'thinking outside the box' was related with age, school type the pupils attend and amount of friends they have. Moreover it is related with individual characteristics such as general abilities, emotional stability, agreeableness and conscientiousness. The correlations with family factors were not significant.

POSTER PRESENTATION

P1157

Emotional burnout and emotional health of teachers in higher education

Zhanerke Aidossova (1), Natalya Khon (3), Maira Kabakova (2), Alla Kim (2), Alexina Li (3) 1. university, Kazakhstan; 2. al-Farabi Kazakh National University, Kazakhstan; 3. Turan University, Kazakhstan

Our goal was to explore the causes and level of Emotional burnout of University teachers. The study involved 100 teachers from al-Farabi Kazakh National University with different work experience and position. Data collection was carried out on the basis of Mixed-methods approach and included methodology for Emotional burnout according to K. Maslach and O. Jackson., Health and Mood questionnaire and interview for measuring participants' well-being, engagement, job strain and risk for burnout. During the research we found that more than half of all teachers had an average degree of emotional burnout and health related problems. Among those with a high level of emotional burnout, teachers with work experience from 5 to 15 years prevailed. Creative IT-technologies will be implemented to develop EI and to reduce the risk of burnout in current and future university teachers.

P1158

Emotional intelligence and teaching

Zhanerke Aidossova (1), Natalya Khon (3), Alla Kim (2), Ainur Sadykova (2), Zuhra Sadvakasova (2) 1. university, Kazakhstan; 2. al-Farabi Kazakh National University, Kazakhstan; 3. Turan University, Kazakhstan

Emotional intelligence (EI) plays an important role in higher education teaching. Research of EI in higher education teachers and administrators revealed specific variables of EI which

should be developed in professional educational programs, such as emotional awareness of oneself and others, ability to use one's own potential for the development, empathy, ability to build satisfying interrelationships, flexibility, ability to solve problems in the field of EI, impulse control (Marcia Hughes et al., 2009). As a result of group training sessions, coaching and individual consultations the most weak part in EI in general has been revealed, it is impulse control. This part of emotional intelligence can not be developed via classical group training or during coaching sessions. The only way seems to be impulse control feedback. In our computer program for EI development this part of EI is supposed to be developed via specific procedures close to biofeedback mechanisms.

P1159

Formation of teacher's personal competence in the learning environment in terms of the multi-leveled program of Cambridge

Zamira Z Aijanova (1), Zhamiga N Nygmet (2), Manshuk A Kussainova (3), Meruyert S Tileubayeva (4) 1. CSUTE, Kazakhstan; 2. JSC branch NCIQ 'Orleu' Advanced Training Institute in Aktau, Kazakhstan; 3. Kaz UIRWL, Kazakhstan; 4. KazUIRWL, Kazakhstan

This article focuses on the impact of Cambridge training program to the teachers. The aim of the paper is to study the development of teachers' personal competencies in terms of multi-leveled Cambridge training program. The methodological basis was the combination of methods and techniques adapted to the objectives of the study. Value-semantic component of personal competencies of the teacher, E.A. Klimov's test "The image of the profession", "Study level subjective control" test and "Teacher's self-management" test are used. The study 72 teachers of several secondary educational institutions in Aktau, Mangistau region of Kazakhstan involved in the research. Key words: subjective control, creative solutions, professional development, career development, self-management

P1160

The impact of meta-cognitive strategy instruction on intrinsic motivation - Focus on lesson induction and goal setting -

Kosuke Akasaka Sagami Women's University Senior High School, Japan

This study examined the impact of meta-cognitive strategies (lesson induction and goal setting) instruction on learning motivation. Participants were 61 high school students. The participants were divided into two groups, the lesson induction and goal setting groups (n=30), and only the goal setting group (n=31). The results showed that the combination

of lesson induction and goal setting led to more intrinsic motivation than only when the strategy of goal setting was used. Moreover, students who were high in mastery goals were more intrinsically motivated by the combination of lesson induction and goal setting. These findings suggest that the strategy of lesson induction can only be used effectively by students who were high in mastery goals. And the effective use of lesson induction can lead to more intrinsic motivation.

P1161

Emotional Intelligence and Teaching Competencies

Jamilya B Akhmetova (1), Alla M Kim (1), Zhanerke K Aidossova (1), Natalya N Khon (2), Delwyn L Harnisch (3) 1. Al-Farabi Kazakh National University, Kazakhstan; 2. Turan University, Kazakhstan; 3. University of Nebraska-Lincoln, United States of America

Today, in the era of globalization required not highly specialized workers who possess a certain set of knowledge, abilities and skills (KAS), but those who have certain personality traits and demonstrate effective behavior in the process of solving the problems of professional activity. Emotional intelligence is one of the key components of highly competent teachers. The aim of the research is to study the extent and nature of the relationship between emotional intelligence and teaching competencies. It's necessary to find various ways of emotional intelligence development to improve the education system. The paper presents a systematic analysis of Western, Russian and Kazakhstan works on the issue of emotional intelligence and teaching, and the following empirical results: first, methodological similarity of systemic approach in Kazakhstan and mixed-method approach in modern Western psychology; second, emotional intelligence is the most important construct that ensures the development of the effectiveness and success in teaching.

P1162

The relationship among the perception of the university entrance exam, career decision self-efficacy, and career outcome expectancy.

Fumiko Akiyama Gakushuin University, Japan

This study examined whether perception of the university entrance exam affected career decision self-efficacy (CDSE) and career outcome expectancy (COE). Participants were 231 undergraduate students. Questionnaire used the perception of university entrance exam scale (PUES) that had developed by author. Factor analysis of PUES revealed 3 factors of "effort and successful experience", "anxiety during preparation for the exam", and "failure experience". Results showed that (1)"effort and successful"→CDSE