

## 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

practice included instruction of epistemic criteria, argument construction, and reciprocal review. Thirty-eight fifth-graders' repeated the practice four times. To examine the effects caused by commenting on peers' arguments using epistemic criteria, we analyzed students' comments in reciprocal reviews. We also scored the argument construction tasks conducted before and after the practice. We extensively analyzed four students that showed progress in their argument score from pre- to post-test. Two of them had shown a gradual increase in comments regarding epistemic criteria. This showed that commenting on peers' arguments directly related to improved argument construction in the post-test. However, the other two did not increase such comments. These cases suggest the possibility that receiving reviews from their partners influenced their argument construction. The relationship between epistemic practice and scientific argument construction was also discussed.

**P1313**

**A study of difference in activities between "initial planning" and "writing" in second language writing**

*Hideyuki Sakihama University of Antwerp / Hannan University, Belgium*

This study examined differences in the frequency of activities between "initial planning" and "writing" during writing. One female undergraduate student who used English as a second language participated in this study (age=21, English writing level above CEFR B2 (higher level)). She was asked to write an essay in 300 words, and soon after initial planning and writing, she was also asked to answer questions about the frequency of writing activities (e.g. idea generation, idea selection, thinking about the text structures). Each was rated in 5 point scales, from 1(Never) to 5(Often). Results showed the followings; while she marked higher scores of 4 or 5 on idea generation and idea selection both in initial planning and writing, she marked lower score of 2 in initial planning and marked higher score of 5 in writing on "thinking about the text structure", which might be some kinds of differences between initial planning and writing.

**P1314**

**Personal characteristics of school teachers with varying degrees of emotional burnout syndrome**

*Nazym Satybaldina, Sveta Berdibayeva, Nadiya Akhtayeva, Anara Baishukurova, Maira Kabakova al-Farabi Kazakh National University, Kazakhstan*

Objective: Determination of correlation between emotional burnout and personal characteristics of school teachers in Kazakhstan. In first phase of study the average level of emotional burnout was revealed among school

teachers with 5 years of experience: 80.5 in control group and 157.6 in experimental group. Attributes of emotional burnout were strongly marked in the experimental group. Due to a scale of occupational stress high average values were obtained: 19.3 in the experimental group and 13 in the control group. The school teachers with high level of emotional burnout also performed high level of occupational stress. School teachers with severe emotional burnout expressed such personal characteristics as depression and paranoid accentuation. At the same time, there were not revealed significant statistical differences between samples of school teachers on such scales as hypochondria, psychopathia, hysteria, schizoid accentuation, psychasthenia and hypomania. In order to prevent psychological aberrations teachers were introduced with the methods of psychic self-regulation

**P1315**

**The process of activity of shape constructions on plays with Origami materials for two to three year old children**

*Tomoko Senoo (1), Yoshiko Bekki (2), Yoshiko Sawai (3) 1. Akita University, Japan; 2. Ochanomizu University Elementary School, Japan; 3. Childlabo, Japan*

We observed 1 female infant (hereafter, Child A) and 1 male infant (hereafter, Child B) playing with Origami materials. The study of these two children enabled the process of activity of shape constructions. Both children initially took two or three pieces of Origami, put one piece between the other pieces, and folded them by likening the Origami pieces into a concerted shape. Child A showed a development of unfolding the parallelogram Origami that was coincidentally created. Child B repeated the folding actions of taking several sheets of parallelogram Origami and putting them between his hands, likening it to a plane. Afterward, there was a development in which the child unfolded and crumpled the parallelogram Origami to make animals. It was suggested such activity fosters the ability to construct shapes from a flat surface into a three-dimensional one by enabling the children to spontaneously remove restrictions through repeated trials and errors.

**P1316**

**An Examination of Factors Related to Taiwanese Adolescents Time Management and Academic Procrastination**

*Shu-Shen Shih National Chengchi University, Taipei Taiwan, Taiwan*

As a universal human foible, procrastination is by no means an unusual phenomenon in academic context. The vast majority of existing research, however, focuses on college students samples. There is shortage of studies

that explore adolescents' academic procrastination. To address this paucity, the present study attempted to examine the mechanisms determining Taiwanese adolescent students' time management and academic procrastination. Four hundred and five eighth grade Taiwanese students completed a self-reported survey assessing their perceptions of classroom structure, parental expectations, parental criticism, perfectionistic tendencies, time management, and academic procrastination. Results of hierarchical regressions suggested that perceived classroom structure, parental expectations, and adaptive perfectionism positively predicted students' time management behaviors. In contrast, parental criticism negatively predicted time management. With regard to procrastination on homework and examination preparation, parental criticism and maladaptive perfectionism were positive predictors, whereas parental expectations and adaptive perfectionism emerged as negative predictors. Also, time management negatively predicted academic procrastination.

**P1317**

**Factors determining students' class satisfaction level: A comparison among expectancy disconfirmation, alternative attractiveness, and self-image congruity**

*Hideaki Shimada Shinshu University, Japan*

In a research of hairstyling service, customers' self-image congruity was a more important factor of their satisfaction than expectancy disconfirmation or alternative attractiveness (Yim et al., 2007). This study investigated which factor of the above three affected students' satisfaction in university classes. First, participants (N=139) who were sophomores were required to recall any one of their classes that they had taken in the past years. Next, they completed a questionnaire, in which the questions that evaluated the degree of the three factors and the satisfaction level of the recalled class were included. A regression analysis revealed that alternative attractiveness and self-image congruity had significant effects on the satisfaction level but disconfirmation didn't. The result suggests that not only self-image congruity but also alternative attractiveness is a factor determining students' class satisfaction level.

**P1318**

**The difference of children of day-care in Finland and Japan**

*Hiroko Shimoda (1,2), Yuji Okamoto (3), Keitaro Shimoda (4), Kazumi Renge (5), Esko Keskinen (6), Solli Keskinen (6), Pekka Niemi (6), Masuo Koyasu (1), Ryosuke Takahashi (1) 1. Kyoto University, Japan; 2. Osaka Shoin Women's University, Japan; 3. Osaka University, Japan; 4. SK Institute, Japan; 5.*