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**Opening Ceremony 5pm Monday 25 September 2017**

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WELCOME

After eight successful conferences, SELF2017 promises to be the best yet; the ideal combination of a small, boutique conference for like-minded scholars with the drawing power to attract top international researchers.

As always, a highlight will be incredible keynote speakers (Roy Baumeister, Stuart Biddle, Ed Deci, John Hattie, Michael Hogg, Katarina Salmela-Aro, Reinhard Pekrun & Michael Wehmeyer) – meeting and learning from leading international researchers in our field.

The SELF2017 theme, ‘SELF - From Positive Psychology/Education to Practice’, will explore the synergy between scientific researchers and practitioners. It will do this by nesting the Annual Institute of Positive Psychology Practitioner conference within the international self-conference. This means that in addition to scientific papers, posters and keynotes, there will be a hands on “Practitioner Stream” that will show you how to put scientifically-grounded intervention into practice, including workshops that illustrate the breadth of intervention spanning the workplace, schools and life.

I look forward to sharing this informative and inspiring conference with you.

Herb Marsh
SELF 2017 Conference Chair

FIGURE 1. SELF DELEGATE’S COUNTRIES OF RESIDENCY (PARKER, 2017) – WE ARE SPREAD (ALMOST) ALL OVER THE WORLD!
A BRIEF HISTORY OF THE SELF BIENNIAL INTERNATIONAL CONFERENCE

The Global SELF International Conference series commenced as a boutique conference in the Blue Mountains in Sydney and, with the Sixth Global SELF conference being held at the University of Laval, Quebec, Canada, is now entering its second decade as an international event. This brief history of the conference series highlights its international involvement and the interesting research, networking, and collaboration that has been supported by over a decade of global conferences.

- The First Global SELF conference: Blue Mountains, Australia
- The Second Global SELF conference: Manly, Australia
- The Third Global SELF Conference: Berlin, Germany
- The Fourth Global SELF Conference: University of Michigan, United States
- The Fifth Global SELF conference: Al Ain, United Arab Emirates
- The Sixth Global SELF conference: Quebec, Canada
- The Seventh Global SELF conference: Singapore
- The Eighth Global SELF conference: Kiel, Germany
- The Ninth Global SELF Conference: Melbourne, Australia
The 2017 SELF Conference is hosted by The Institute for Positive Psychology & Education (IPPE), Australian Catholic University. Research at IPPE capitalises on the positive psychology revolution sweeping social science research worldwide. Working collaboratively with scholars across the world, our researchers drive and achieve tangible success in international research in positive psychology.

IPPE is recognised for substantive and methodological advances in research into physical and psychological wellbeing, resilience and self-concept, developing psychometrically sound measures of important psychosocial outcomes and achieving synergistic blends of rigorous quantitative, qualitative, and applied research.

Collectively, our research team has attracted over 75 Category 1 Australian Competitive Grant Register awards (including ARC Discovery, Indigenous Discovery, DECRA, Fellowships, and NHMRC Partnerships), two internationally funded grants, and 7 multi-year industry-funded projects. Our current project portfolio is valued at over $10 million and growing.

Before gaining Institute status at ACU IPPE was an established world-class research centre (founded by Professor Marsh in 1998). In 2015 and 2016 alone, the Institute attracted over $4 million in competitive funding, including over $1.7 million in Indigenous focused research projects, making IPPE the most successful single entity in Australia for competitive funding in Indigenous research (see Behrendt, 2013), and rates consistently higher than the national success rates for competitive grants than the sector average. IPPE is also well affiliated with international experts in the field of positive psychology in other countries such as in Canada, UK, USA, and Germany.
AWARDS

SHAVELSON CAREER ACHIEVEMENT AWARD

The Shavelson Career Achievement Award is awarded to Senior Distinguished Researchers in honour of their lifetime contributions to the field of SELF research. The Shavelson Career Achievement award has been presented to six distinguished researchers since the institution of the award at the Third Biennial SELF Research Conference in 2004:

- 2004  Professor Richard Shavelson
- 2006  Professor Albert Bandura
- 2009  Professor Herb Marsh
- 2011  Professor Jacquelynne Eccles
- 2013  Professor Susan Harter
- 2015  Professor Richard Ryan
- 2017  Professor Ed Deci

GLOBAL SELF RESEARCH NETWORK 2017 – PHD AWARD

Since 2009, the Global SELF Research Network PhD Award has been presented at the biennial international conference for the most outstanding doctoral dissertation(s) in the field over the previous two years. This award recognises outstanding contributions made by doctoral students whose thesis focus lies within the different research traditions that drive self and identity research.
BE SOCIAL @ SELF

SHAVELSON AWARD & WELCOME RECEPTION

What better way to kick start the SELF 2017 Conference than meeting with old and new friends in a relaxed and informal environment at the Welcome Reception. Immediately preceding the Welcome Reception, the Shavelson Award will be awarded to another richly deserving leading researcher in recognition of their lifetime achievements and contributions to SELF research. Drinks and nibbles will be served as part of the Networking Function.

DETAILS:
Monday 25 September 2017
5pm – 8pm
ACU - South Café

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>4.00pm</td>
<td>Registration Opens</td>
</tr>
<tr>
<td>5.00pm</td>
<td>Official Conference Opening and Welcome - Professor Herb Marsh</td>
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<tr>
<td></td>
<td>Presentation of PhD Award</td>
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<tr>
<td></td>
<td>Presentation of the Shavelson Career Achievement Award</td>
</tr>
<tr>
<td>6.45pm</td>
<td>Networking Function</td>
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<td></td>
<td>Book Launch and Signings</td>
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<tr>
<td>8.00pm</td>
<td>Close</td>
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</tbody>
</table>

Tickets: Inclusive ticket for all registrants, ADDITIONAL TICKETS = $60

FIRESIDE CHAT

All conference delegates are invited to attend an informal, fireside chat with conference presenters in a friendly and informal environment. As part of this event, several of our keynote presenters and highly successful researchers will share some anecdotes about the sometimes perilous road from early career researcher to internationally successful academic. The theme of these brief and entertaining presentations will be: The Role of Serendipity. You might be surprised to learn that even the career paths of top international researchers have some interesting, unexpected twists and turns. Cash bar will be open and some drinks and nibbles will be provided. We look forward to seeing you there!

DETAILS:
Tuesday 26 September 2017
6pm – 9pm
ACU - North Café

Tickets: Included with conference registration, ADDITIONAL TICKETS = $30
GENERAL INFORMATION

CATERING

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<tr>
<td>Morning Tea</td>
<td>10.00am – 10.30am</td>
<td>10.00am – 10.30am</td>
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<tr>
<td>Lunch</td>
<td>12.00pm – 2.00pm</td>
<td>12.00pm – 2.00pm</td>
<td>12.00pm – 2.00pm</td>
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<tr>
<td>Afternoon Tea</td>
<td>3:00pm – 3:30pm</td>
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</tbody>
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CLIMATE

The average temperature for Melbourne in September ranges from 10°C (minimum) to 20°C (maximum).

CONFERENCE APP

Download the official SELF2017 Conference App

- Personalise your schedule
- Read abstracts and biographies
- Discover Melbourne
- Get social #SelfCon2017

To download the Conference App:

1. Search: World Leading Conferences in your App store or Google play
2. Enter Access Code: SELF2017

HASHTAG

Let everybody know about your experiences at SELF2017 and connect with colleagues and new friends on social media by using the official conference hashtag #SelfCon2017

INTERNET

Connect to the free Wi-Fi at ACU – Login details will be provided on-site.

MOBILE PHONES

Delegates are requested to switch off their mobile phones or set them to silent when in sessions.

NAME BADGES

For security purposes, delegates, speakers and exhibitors are required to wear their name badges to the sessions. Entrance into sessions is restricted to registered delegates only.
GENERAL INFORMATION

PRESENTATION FORMATS

The conference features Keynote Presentations, Symposia, individual Paper Sessions, Poster Sessions and Practitioner Workshops.

Keynote Presentations will be a highlight of the conference with a line-up of eight incredible speakers.

Symposia will provide a coherent set of three to four papers on a particular topic. A discussant adding to the understanding of the papers is optional.

Individual Paper Sessions were thematically grouped by the conference committee. Each presentation should take no longer than 20 minutes (15 minutes presentation + 5 minutes for discussion).

Poster Sessions are held each day during lunchtime. Poster presenters will be available for questions and discussion from 12pm - 1:30pm on their scheduled presentation day.

The Practitioner Workshops will be a single stream that will allow you to learn how to apply positive psychology and self-research to improving the human condition. The 90-minute workshops will be independent from each other, so you can move between the Practitioner and Scientific streams as you wish!

FIGURE 2. WORD MAP BASED ON THE ABSTRACTS SUBMITTED TO SELF 2017 (PARKER, 2017) – PROXIMITY AND THICK LINES INDICATE A STRONG RELATIONSHIP (TWO WORDS APPEARING TOGETHER) BETWEEN WORDS
REGISTRATION DESK

The registration desk is located in the foyer of the Mary Glowrey Building, ACU. The registration desk will be open at the following times:

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>4.00pm – 7.00pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8.00am – 5.00pm</td>
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<tr>
<td>Wednesday</td>
<td>8.30am – 5.00pm</td>
</tr>
<tr>
<td>Thursday</td>
<td>8.30am – 5.00pm</td>
</tr>
</tbody>
</table>

SPEAKERS

Please ensure that you are available in your presentation room at least 15 minutes prior to the start of the session. Speakers will need to upload their presentations onto the computer in the presentation room at least 2 hours before the session starts.

TRAVEL & PARKING

It’s easy to travel to our Melbourne Campus. Parliament Station is just 600 meters away, six tram routes and 20 bus routes stop nearby, and there are over 170 secure lock-up points for bikes, many of them undercover.

For full details see the [ACU Melbourne](http://www.acu.edu.au/about_acu/campuses/melbourne/travel_to_melbourne_campus) website:

www.acu.edu.au/about_acu/campuses/melbourne/travel_to_melbourne_campus

There are many parking options near ACU Melbourne at varying rates. To find a convenient location, you can visit [Secure Parking’s](http://www.secureparking.com.au/car-parks/australia/vic/melbourne/acu) website:

GENERAL INFORMATION

VENUE
Mary Glower Building
The Australian Catholic University, Melbourne, Australia
Enter via Victoria Parade (420 in image below)
GENERAL INFORMATION

YELLOW BOXES INDICATE CONFERENCE PRESENTATION ROOMS
KEYNOTE SPEAKERS

PROFESSOR ROY F. BAUMEISTER
Professor of Psychology, University of Queensland
Eppes Eminent Scholar and Professor of Psychology, Florida State University
- Keynote Presentation:
  Tuesday 26 September 9:00am – 10:00am

PROFESSOR MICHAEL A. HOGG
Professor and Chair of the Social Psychology Program, Claremont Graduate University
Honorary Professor, University of Kent
- Keynote Presentation:
  Tuesday 26 September 2:00pm – 3:00pm

PROFESSOR MICHAEL L. WEHMEYER
Ross and Marianna Beach Distinguished Professor of Special Education and Director and Senior Scientist, Beach Center on Disability, University of Kansas
- Keynote Presentation:
  Tuesday 26 September 5:00pm – 6:00pm

PROFESSOR REINHARD PEKRUN
Professor for Personality and Educational Psychology, University of Munich
- Keynote Presentation:
  Wednesday 27 September 9:00am – 10:00am
**KEYNOTE SPEAKERS**

**PROFESSOR STUART J.H. BIDDLE**
Professor of Active Living & Public Health in the Institute of Sport, Exercise & Active Living, Victoria University

- **Keynote Presentation:**
  Wednesday 27 September 2:00pm – 3:00pm

**PROFESSOR EDWARD L. DECI**
Professorial Fellow at the Institute for Positive Psychology & Education, Australian Catholic University; Helen F and Fred H Gowen Professor in the Social Sciences and Professor of Psychology at the University of Rochester in the US; and Professor of Motivation part-time at Buskerud and Vestfold University College in Norway

- **Keynote Presentation:**
  Wednesday 27 September 5:00pm – 6:00pm

**PROFESSOR JOHN HATTIE**
Melbourne Graduate School of Education, The University of Melbourne

- **Keynote Presentation:**
  Thursday 28 September 9:00am – 10:00am

**PROFESSOR KATARIIINA SALMELA-ARO**
Center for Learning and Teaching, University of Jyväskylä & Cicero Learning, University of Helsinki

- **Keynote Presentation:**
  Thursday 28 September 2:00pm – 3:00pm
PRACTITIONER WORKSHOP LEADERS

DR. SUZY GREEN
D.Psyc.(Clin.) MAPS
Founder & CEO, The Positive Institute
suzy@thepositivityinstitute.com.au

Practitioner Workshop:
Tuesday 26 September 10:30am – 12:00pm

DR. JO MITCHELL
Director & CO-Founder, The Mind Room
hello@themindroom.com.au

Practitioner Workshop:
Tuesday 26 September 10:30am – 12:00pm

DR. PAUL ATKINS
Institute of Positive Psychology and Education
paulw.atkins@acu.edu.au

Practitioner Workshop:
Tuesday 26 September 3:30pm – 5:00pm
PRACTITIONER WORKSHOP LEADERS

DR MICHAEL CAVANAGH
Deputy Director, Coaching Psychology Unit at University of Sydney
michael.cavanagh@sydney.edu.au
- Practitioner Workshop:
  Wednesday 22 September 10:30am – 12:00pm

DR LOUISE HAYES
Clinical Psychologist, MAPS, B.A., B.App.Sci (Hons), PhD (Clinical)
The University of Melbourne & Orygen,
The National Centre of Excellence in Youth Mental Health
louisehayes@me.com
- Practitioner Workshop:
  Wednesday 22 September 3:30pm – 5:00pm

PROF. DIANNE VELLA-BRODRICK
Academic, Melbourne Graduate School of Education
dianne.Vella-Brodrick@unimelb.edu.au
Panelists: Tan-Chyuan Chin, Adam Cooper, Edwina Ricci and Dianne Vella-Brodrick
- Practitioner Workshop:
  Thursday 28 September 10:30am – 12:00pm
## PROGRAM OVERVIEW

### MON, 25 SEP 2017

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<th>Description</th>
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<tbody>
<tr>
<td>4:00</td>
<td>Registration Open</td>
<td></td>
</tr>
<tr>
<td>5:00 - 8:00</td>
<td>Welcome Reception &amp; Shavelson</td>
<td>The Opening Ceremony is 5-6 and the reception following it is 6-8</td>
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### TUE 26 SEP 2017

<table>
<thead>
<tr>
<th>Room &amp; Time</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
</table>
| 9:00 - 10:00| Keynote Speaker 1  
PROFESSOR ROY F. BAUMEISTER  
What is The Self? | |
| 10:00 - 10:30| Morning Tea | |
| 10:30 - 12:00|  
Cathedral Hall  
Workshop 1 | Dr Suzy Green and Dr Jo Mitchell | Creating Flourishing Lives: The Utilisation of Positive Psychology for Proactive Personal Growth |
|  
Room 2.21 A  
Symposium 1 | Christoph Niepel/Jiesi Guo/Friederike Helm/A. Katrin Arens,  
Discussant: Herb Marsh | Advances in research on the generalized internal/external frame of reference (GI/E) model |
|  
Room 2.21 B  
Symposium 2 | Philip D Parker/Michell Forster/Baljinder Sahdra/Alexander S. Yeung/Janet Mooney,  
Chair & Discussant: Janet Mooney | Stories of Indigenous Socioeconomic Success - ACIT Symposium. Stories of Indigenous Australian Thriving (Part I) |
|  
Room 2.22  
Oral Presentations 1 | Engagement, flourishing, and wellbeing | |
|  
Saleh Moradi | Flourishing and prosocial behaviors: A multilevel investigation of national corruption level as a moderator | |
|  
Sophie Murphy | Teacher Talk! The Power of Language and Listening | |
|  
*Chair | Neil Martin | Motivation in a MOOC. How self-determination theory may help to optimise engagement. |
|  
Ji Hae Lee | Life Stress, Resilience, Psychological Acceptance, and Academic Engagement of College Students: A Moderated-Mediation Model | |
|  
Tan-Chyuan Chin | The Highs and Lows of Screen Time: Investigating relationships between leisure screen time and complex models of wellbeing in a large sample of Australian teens | |
## PROGRAM OVERVIEW

### TUE 26 SEP 2017

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<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Room 2.46</strong>&lt;br&gt;Oral Presentations 2</td>
<td>Emotions</td>
<td></td>
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<tr>
<td>Rob Brockman</td>
<td></td>
<td>Emotion Regulation in Daily Life: The Role of Trait Need Satisfaction</td>
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<tr>
<td>*Chair</td>
<td>Valerie Sotardi</td>
<td>Academic Self-Efficacy, Evaluative Anxiety, and Achievement during the Transition to University</td>
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<tr>
<td></td>
<td>Sachiko Nakamura</td>
<td>How I see it: An Exploratory Study on Attributions and Emotions in L2 Learning</td>
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<tr>
<td><strong>Room 2.48</strong>&lt;br&gt;Oral Presentations 3</td>
<td>Self in the adult context</td>
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<tr>
<td>*Chair</td>
<td>Remco Polman</td>
<td>Time spend on Social Media (Facebook, Instagram, Snapchat) does not influence body image perceptions in young adults</td>
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<td></td>
<td>Danilo Garcia</td>
<td>Self-descriptions of LinkedIn Users in Different Social Situations</td>
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<td></td>
<td>Chitraporn Boonthanom</td>
<td>Using mindfulness-based yoga program to enhance physical well-being in Thai older adults</td>
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<td></td>
<td>Tayebe Ziaei</td>
<td>Sexual self-concept as the predictor of sexual function in married women in reproductive ages</td>
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</tbody>
</table>

12:00 - 2:00<br>**Lunch / Poster Session**

2:00 - 3:00<br>**Keynote Speaker 2**<br>PROFESSOR MICHAEL A. HOGG<br>Identity Uncertainty’s Dark Side: Extremist Groups and Autocratic Leaders

3:00 - 3:30<br>**Afternoon Tea**
### PROGRAM OVERVIEW

**TUE 26 SEP 2017**

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<tr>
<th>Room &amp; Time</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Cathedral Hall Workshop 2</td>
<td>Dr Paul Atkins</td>
<td>Creating Groups That Thrive: Building Cooperation Within and Between Selves</td>
</tr>
<tr>
<td>Room 2.21 A Symposium 3</td>
<td>Theresa Dicke/Philip Parker/Herbert Marsh/Reinhard Pekrun, Diskussions: John Hattie</td>
<td>Moving beyond critical scrutiny: Several (bold) attempts at challenging the validity of the BFLPE’s success story</td>
</tr>
<tr>
<td>Room 2.22 Oral Presentations 4</td>
<td>Self-regulation and influences on learning</td>
<td></td>
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<td></td>
<td>Steven Bourgeois</td>
<td>Parenting Style, Self-Regulation, and Engagement: Assessing Four Dimensions of Engagement</td>
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<tr>
<td></td>
<td>Sophie Butz</td>
<td>New Ways in Fostering Self-Regulated Learning at University: Comparing a Web-Based Class to a Regular Attendance-Based Class</td>
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<td></td>
<td>Erika Spray</td>
<td>Dispositions towards learning: Management of regulation and management of complexity.</td>
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<tr>
<td></td>
<td>*Chair</td>
<td>The Undermining Effects of Incentives and Controlled Motivation on Student Trust, Emotional Engagement, and Reading Achievement in Preteens</td>
</tr>
<tr>
<td>Room 2.46 Oral Presentations 5</td>
<td>Social and Dimensional Comparisons</td>
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<td></td>
<td>Wuri Prasetyawati</td>
<td>Exploring Social comparison and Achievement Motivation among College Students based on University Rank in Indonesia</td>
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<td></td>
<td>Jens Moeller</td>
<td>Social and dimensional comparison effects on math and reading self-concepts of elementary school children</td>
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<tr>
<td></td>
<td>*Chair</td>
<td>Better than my classmates? Better than in mathematics? - Social and dimensional comparisons in elementary school students’ self-concept formation</td>
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## PROGRAM OVERVIEW

### TUE 26 SEP 2017

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<tbody>
<tr>
<td>3:30 - 5:00</td>
<td>Oral Presentations 6</td>
<td>Science self-concept</td>
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<td></td>
<td>Munirah Shaik Kadir</td>
<td>Do the cognitive and affective components of science self-concept predict the same science learning outcomes?</td>
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<tr>
<td>*Chair</td>
<td>Elisa Oppermann</td>
<td>The influence of preschool teachers’ science self-efficacy beliefs on girls’ and boys’ early science motivation</td>
</tr>
<tr>
<td></td>
<td>Wanasinghe Chandrasena</td>
<td>Relations of Students’ Biology Self-Concepts and Motivation with Their Achievement and Misconceptions</td>
</tr>
<tr>
<td>5:00 - 6:00</td>
<td>Keynote Speaker 3 PROFESSOR MICHAEL L. WEHMEYER</td>
<td>Strengths-Based Approaches to Disability: Self-Determination and Autonomy-Supportive Interventions to Empower People with Disability</td>
</tr>
<tr>
<td>6:00 - 9:00</td>
<td>Fireside Chat @ ACU North Cafe</td>
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### WED, 27 SEP 2017

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<tr>
<th>Room &amp; Time</th>
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<tbody>
<tr>
<td>9:00 - 10:00</td>
<td>Keynote Speaker 4 PROFESSOR REINHARD PEKRUN</td>
<td>Achievement Emotions: The Role of Self-Concept and Cognitive Appraisals</td>
</tr>
<tr>
<td>10:00 - 10:30</td>
<td>Morning Tea</td>
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## PROGRAM OVERVIEW

**WED, 27 SEP 2017**

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<tr>
<th>Room &amp; Time</th>
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<tr>
<td><strong>10:30 - 12:00</strong></td>
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<tr>
<td><strong>Cathedral Hall</strong></td>
<td><strong>Workshop 3</strong></td>
<td><strong>Dr Michael Cavanagh</strong></td>
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<tr>
<td></td>
<td></td>
<td>Building Resilience in a Volatile, Uncertain, Complex and Ambiguous World: A Systems Approach to Personal, Team and Organisational Resilience</td>
</tr>
<tr>
<td><strong>Room 2.21 B</strong></td>
<td><strong>Symposium 6</strong></td>
<td>Michael Wehmeyer/Rebecca Vine Foggo/Danielle Ward/Amanda Webster, Chair &amp; Diskussant: Rose Dixon</td>
</tr>
<tr>
<td></td>
<td><strong>Symposium 7</strong></td>
<td>Promoting Self-Determination for Individuals on the Autism Spectrum</td>
</tr>
<tr>
<td><strong>Room 2.22</strong></td>
<td><strong>Symposium 7</strong></td>
<td>Toni Noble/Alexander S. Yeung/Helen McGrath</td>
</tr>
<tr>
<td></td>
<td><strong>Oral Presentations 7</strong></td>
<td>PROSPER - An Organiser for Successful School-Based Implementation of the Principles of Positive Education</td>
</tr>
<tr>
<td><strong>Room 2.46</strong></td>
<td><strong>Oral Presentations 7</strong></td>
<td>Teacher student relationships</td>
</tr>
<tr>
<td><strong>Aikaterini Michou</strong></td>
<td></td>
<td>Do teachers' autonomy support and provision of structure prospectively predict students' autonomous motivation?</td>
</tr>
<tr>
<td><strong>Chair</strong></td>
<td><strong>Linda Primana</strong></td>
<td>Perception of epistemic authority as a moderator in the relationships between academic self-efficacy and student engagement</td>
</tr>
<tr>
<td><strong>Nils Machts</strong></td>
<td></td>
<td>Teachers’ Judgments of Students’ Achievement and Self-Concept with Consideration of Students’ Over- and Underestimation: An Experiment.</td>
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## PROGRAM OVERVIEW

**WED, 27 SEP 2017**

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<thead>
<tr>
<th>Room &amp; Time</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Room 2.48 Oral</td>
<td>Oral Presentations 8</td>
<td>Intrinsic/Extrinsic Motivation</td>
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<tr>
<td>*Chair</td>
<td>Jennifer Archer</td>
<td>The motivation and the achievement in English of Vietnamese university students: A study using the Expectancy-Value Model</td>
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<tr>
<td>Julien Chanal</td>
<td></td>
<td>Self-concept, Intrinsic Motivation, and Academic Achievement: Causal ordering in multiple school subjects and at the academic level.</td>
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<tr>
<td>Quint Oga-Baldwin</td>
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<td>Intrinsic and Extrinsic Motivations to learn English in Japanese Elementary Schools: Latent subgroup and gender differences</td>
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<tr>
<td>12:00 - 2:00</td>
<td>Lunch / Poster Session</td>
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<tr>
<td>2:00 - 3:00</td>
<td>Keynote Speaker 5 PROFESSOR STUART J.H. BIDDLE Do We Need Motivation to Sit Less?</td>
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<tr>
<td>3:00 - 3:30</td>
<td>Afternoon Tea</td>
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<td>3:30 - 5:00</td>
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<tr>
<td>Cathedral Hall</td>
<td>Dr Louise Hayes</td>
<td>DNA-v: A Developmental Model of Acceptance, Mindfulness and Positive Psychology</td>
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<tr>
<td>Workshop 4</td>
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<tr>
<td>Room 2.21 A</td>
<td>Symposium 8 Paul Richardson/Burkhard Gniewosz/Helen Watt/Tim Powers, Chair: V. Darleen Opfer, Discussant: Philip Parker</td>
<td>Motivations for Work and Career</td>
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<tr>
<td>Room 2.21 B</td>
<td>Symposium 9 Johanna Fleckenstein/Christin Lotz/Katharina Kriegbaum / Jens Möller, Chair: Katharina Kriegbaum, Discussant: John Hattie</td>
<td>Motivation as Determinant and Consequence of School Achievement</td>
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<th>Room &amp; Time</th>
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<tbody>
<tr>
<td><strong>Room 2.22</strong>&lt;br&gt;Oral Presentations 9</td>
<td>SDT in specific contexts</td>
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<tr>
<td></td>
<td>Tim Patston</td>
<td>Positive Psychology, Self-Determination, Creativity - what’s the link? Creative Education in a school setting.</td>
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<td>Paul Evans</td>
<td>Motivation, Engagement, and Performance in Elite Musical Training</td>
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<td>*Chair</td>
<td>Tamara Gordeeva</td>
<td>Self-esteem Motivation: Examining its Benefits and Costs in Academic Domain</td>
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<td></td>
<td>Emma Bradshaw</td>
<td>Expanding the circle of aspirations: Intrinsic value patterns relate to positive functioning when they centre on community giving</td>
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<tr>
<td><strong>Room 2.46</strong>&lt;br&gt;Oral Presentations 10</td>
<td>Measurement development</td>
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<tr>
<td>*Chair</td>
<td>Maher Abu-hilal</td>
<td>Full version vs. short version of SDQ-II: Internal/external frame of reference, does length of measures matter?</td>
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<td>Geetanjali Basarkod</td>
<td>The Six Ways to Well-Being (SW-Web): A new measure of behaviours that reduce mental ill-health and promote well-being</td>
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<td>Maher Abu-hilal</td>
<td>Factor structure of a short version of SDQ-II among Omani high school students</td>
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<td>Vijay Kumar</td>
<td>The Test of Performance Strategies (TOPS 2): Development and validation of TOPS 2 short form</td>
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<td><strong>Room 2.48</strong>&lt;br&gt;SELF2017 PhD Award Presentations</td>
<td>SELF2017 PhD Award Presentations</td>
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<tr>
<td>Winner</td>
<td>Jiesi Guo</td>
<td>The Relations Among Academic Motivation, Self-Concept, Aspirations and Choices: Integrating Expectancy-Value and Academic Self-Concept Theory</td>
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<tr>
<td>Highly Commended</td>
<td>Stefano Di Domenico</td>
<td>Basic Psychological Needs and the Facilitation of Integrative Processes: A Personality Neuroscience Approach</td>
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<tr>
<td>Highly Commended</td>
<td>Paul Swan</td>
<td>Manifestations of Empathy: Teacher-student relationships among Australian Primary Teachers</td>
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<tr>
<td>5:00 - 6:00</td>
<td>Shavelson Award Keynote (Speaker 6) PROFESSOR EDWARD L. DECI Autonomy as a Moderator of Psychological Phenomena</td>
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<th>Room &amp; Time</th>
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<tr>
<td>9:00 - 10:00</td>
<td>Keynote Speaker 7 PROFESSOR JOHN HATTIE The Self-Strategies That We Bring to Learning</td>
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<tr>
<td>10:00 - 10:30</td>
<td>Morning Tea</td>
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<tr>
<td><strong>Cathedral Hall Workshop 5</strong></td>
<td>Prof Dianne Vella-Brodrick</td>
<td>A Collaborative Approach to Measuring and Building Youth Well-Being in a Municipality</td>
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<tr>
<td><strong>Room 2.21 A Symposium 10</strong></td>
<td>Justin Thomas/Adnan Al-Abed/Said Aldhafri/Marwa Alrajhi/Amal A. Al-Shabibi / Maher Abu-Hilal/McInerney, Discussant: Dennis McInerney</td>
<td>Self and constructs related to self in the Arab culture</td>
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<tr>
<td><strong>Room 2.21 B Oral Presentations 11</strong></td>
<td>The role of personality in self research</td>
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<td></td>
<td>Rod Lawn</td>
<td>Understanding “Introverts” in a Context Where Extraversion is More Socially Desirable</td>
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<td>Danilo Garcia</td>
<td>Dark Identity: Distinction between malevolent character traits through self-descriptive language</td>
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<td>Thomas Eberle and Zinaida Adelhardt</td>
<td>Influence of long-term experiential learning and sailing adventure on teenage personality development</td>
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<td>*Chair Michael Schuhen</td>
<td>Economic, financial and purchase literacy</td>
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<tbody>
<tr>
<td><strong>Room 2.22</strong></td>
<td>Social relationships and purpose of life</td>
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<tr>
<td>Oral Presentations 12</td>
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<tr>
<td>Room 2.22</td>
<td>Levi Brackman</td>
<td>Fostering purpose in life/meaning in life, across the life span</td>
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<tr>
<td><em>Chair</em></td>
<td>David Beswick</td>
<td>The general theory of cognitive motivation implies an infinite range of needs or motives for purpose and meaning in life – not just three or four basic needs.</td>
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<tr>
<td>Room 2.46</td>
<td>Emma Devine</td>
<td>The Social Resources in Context Model</td>
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<tr>
<td>Oral Presentations 13</td>
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<tr>
<td><em>Chair</em></td>
<td>V Darleen Opfer</td>
<td>Personal Factors and Teacher Participation in ‘Effective Professional Development’: Results from TALIS 2013</td>
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<tr>
<td>Room 2.46</td>
<td>Marianne Turner</td>
<td>Dilemmatic spaces and emergent professional identity: Creating a framework for developing and investigating pre-service teachers’ engagement with collaboration</td>
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<tr>
<td>Room 2.46</td>
<td>Frederic Guay</td>
<td>When Practice meets Theory: Evaluation of a Professional Development Program Based on Self-Determination Theory for Inservice and Preservice Elementary School Teachers</td>
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<tr>
<td>Room 2.46</td>
<td>Chris Lonsdale</td>
<td>An Internet-supported School Physical Activity Intervention in Low Socio-economic Status Communities: Results from the Activity and Motivation in Physical Education (AMPEX) Cluster Randomised Controlled Trial</td>
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<tr>
<td>1:00 - 2:00</td>
<td>Lunch / Poster Session</td>
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<tr>
<td>2:00 - 3:00</td>
<td>Keynote Speaker 8 PROFESSOR KATTARIINA SALMELA-ARO</td>
<td>Towards new science of academic engagement</td>
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<tr>
<td>3:00 - 3:30</td>
<td>Afternoon Tea</td>
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<tr>
<td>3:30 - 5:00 Cathedral Hall</td>
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<tr>
<td><strong>Room 2.21 A</strong> Symposium 11</td>
<td>Chika Eze/Rosemary Okoli/Alice Nzangi/Chika Eze/</td>
<td>Children’s self-efficacy: The hope of 21st century for transforming lives and communities</td>
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<tr>
<td><strong>Room 2.21 B</strong> Symposium 12</td>
<td>Dennis Dreiskaemper/Lisa M Barnett/Maike Tietjens/Till Utesch/Marie-Christine Ghanbari, Chair: Bernd Strauß &amp; Maike Tietjens</td>
<td>Measurements and Correlates of Physical Self Concept and Motor Performance in childhood</td>
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<tr>
<td><strong>Room 2.22</strong> Oral Presentations 14</td>
<td>Self-beliefs and self-perceptions as determinants of outcomes</td>
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<td></td>
<td>James Conigrave</td>
<td>The benefits of believing you can change: Growth mindset weakens the links between self-esteem and negative outcomes.</td>
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<td>Kit-tai Hau</td>
<td>Self-Beliefs, Family Background and Academic Achievement: Variations across Grade Levels and Academic Disciplines</td>
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<td><strong>Room 2.46</strong> Oral Presentations 15</td>
<td>Workplace wellbeing</td>
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<td>Horst Zeinz</td>
<td>Teachers’ Implicit Theories as Fundamental to Teaching and Job Satisfaction. A Comparison between Germany and Japan.</td>
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<td>Gavin Slemp</td>
<td>Perceived autonomy supportive leadership in workplaces: A meta-analytic review</td>
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<td>Rafael Calvo</td>
<td>Participatory design in the development of a workplace mental health mobile app</td>
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<td>Saleh Moradi</td>
<td>Unethical pro-organizational behavior and flourishing: An investigation of why, how, and under what circumstances</td>
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## Program Overview

### Thu, 28 Sep 2017

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<tbody>
<tr>
<td>Room 2.48 Oral Presentations 16</td>
<td>Parental influence in an educational context</td>
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<td></td>
<td>Daniel Loton</td>
<td>Strength-Based Parenting and Academic Achievement: The mediating effect of perseverance and engagement</td>
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<tr>
<td>*Chair</td>
<td>Catherine Ratelle</td>
<td>Parental Psychological Need Support as a Predictor of Student Achievement: Untangling the Role of Sources of Evaluation and Parental Constructs</td>
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<td>Sittipan Yotyodying</td>
<td>Linking university students' retrospective perceptions of parents' provision of autonomy-supportive academic structure during high school to their current academic competence and well-being</td>
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<td>Jasper Duineveld</td>
<td>The Link between Perceived Maternal and Paternal Autonomy Support and Adolescent Well-Being across Three Major Educational Transitions</td>
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<tr>
<td>5:00 - 6:00</td>
<td>Conference Closing</td>
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