

CONTENTS

<i>List of Contributors</i>	<i>viii</i>
<i>Preface</i>	<i>xiv</i>

SECTION I

Theoretical Reflections and Perspectives 1

- 1 The Relevance of Situated Expectancy-Value Theory to Understanding Motivation and Emotion in Different Contexts 3
Allan Wigfield and Jacquelynne S. Eccles
- 2 Exploring Interest Theory and Its Reciprocal Relation to Achievement Goals, Self-Efficacy, and Self-Regulation 19
K. Ann Renninger, Suzanne E. Hidi and Arijit De
- 3 Achievement Goals: The Past, Present, and Possible Future of Achievement Goal Research in the Context of Learning and Teaching 35
Martin Daumiller
- 4 Explaining the Context-Specificity of Student Motivation: A Self-Determination Theory Approach 54
Barbara Flunger and Julien Chanal

5	The Roots and Fruits of Self-Efficacy in Diverse Academic Contexts <i>Ellen L. Usher</i>	69
6	How Universal Are Academic Emotions? A Control-Value Theory Perspective <i>Reinhard Pekrun and Thomas Goetz</i>	85
7	Motivation and Emotion Regulation in Collaborative Learning Contexts <i>Hanna Järvenoja, Tiina Törmänen, Sanna Järvelä and Tatiana Shubina</i>	100
8	Teacher and Student Well-Being: Theoretical Reflections and Perspectives <i>Tina Hascher and Julia Mori</i>	114
9	Teachers' Motivation to Teach: A Review Through the Lens of Motivational Theories <i>Helen M. G. Watt and Paul W. Richardson</i>	128
10	On the Context- and Situation-Specificity of Motivation and Emotion: Which Contexts and Situations Matter? <i>Fani Lauermann</i>	143
SECTION II		
Methodological Reflections and Perspectives		161
11	Mixed Methods in Research on Motivation and Emotion <i>Gerda Hagenauer, Franziska Muehlbacher, Clara Kuhn, Melanie Stephan and Michaela Gläser-Zikuda</i>	163
12	The Experience Sampling Method in the Research on Achievement-Related Emotions and Motivation <i>Julia Moeller, Julia Dietrich and Jessica Baars</i>	178
13	Modelling Development and Change of Motivational Beliefs <i>Rebecca Lazarides and Burkhard Gniewosz</i>	197

- 14 Intervening on Students' Motivation to Learn:
Promises and Pitfalls of Intervention Studies 213
Hanna Gaspard
- 15 Affective Processes in Collaborative Learning
Contexts: Examining Affordances and Challenges
of Video and Multi-Channel Data 228
*Kristiina Mänty, Deborah Pino-Pasternak,
Sara Ahola and Cheryl Jones*
- 16 Where Ethnic and Cultural Identity Meet
Situational Demands: Implications for
Methodologies Used to Study Motivation 244
Tim Urdan
- 17 Using Heart Rate to Tap into Motivational and
Emotional Processes During Teaching and Learning 258
Monika Donker, Selma van Aken and Tim Mainhard
- 18 An Epistemological Shift Forward: The
Methodological Zone of Proximal Research on
Motivation and Emotion in Learning and Teaching 274
Alexander Minnaert
- Index* 284