LEARNING AND INSTRUCTION

An Official Journal of the European Association for Research on Learning and Instruction

Website http://elsevier.com/locate/learninstruc/ Association Website http://www.earli.org

Volume 66 2020

Contents

SELF-DERIVATION THROUGH MEMORY INTEGRATION: A MODEL FOR ACCUMULATION OF SEMANTIC KNOWLEDGE P.J. Bauer, A.G. Esposito, J.J. Daly	101271
IS ACADEMICTRACKING RELATED TO GAINS IN LEARNING COMPETENCE? USING PROPENSITY SCORE MATCHING AND DIFFERENTIAL ITEM CHANGE FUNCTIONING ANALYSIS FOR BETTER UNDERSTANDING OF TRACKING IMPLICATIONS P. Martinková, A. Hladká, E. Potužníková	101286
STUDENTS' EMOTIONS OF ENJOYMENT AND BOREDOM AND THEIR USE OF COGNITIVE LEARNING STRATEGIES – HOW DO THEY AFFECT ONE ANOTHER? S. Obergriesser, H. Stoeger	101285
PEOPLE WHO CHEAT ONTESTS ACCURATELY PREDICT THEIR PERFORMANCE ON FUTURE TESTS M. Undorf, E.Y. Mah, DL.L. McDonald, Z.I. Hamzagic, R. Burnell, M. Garry, D.M. Bernstein	101295
INTEGRATING MINDFULNESS AND CONNECTION PRACTICES INTO PRESERVICE TEACHER EDUCATION IMPROVES CLASSROOM PRACTICES M.J. Hirshberg, L. Flook, R.D. Enright, R.J. Davidson	101298
GENDERED PATHWAYS FROM ACADEMIC PERFORMANCE, MOTIVATIONAL BELIEFS, AND SCHOOL BURNOUTTO ADOLESCENTS' EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS A. Widlund, H. Tuominen, A. Tapola, J. Korhonen	101299
PROFESSIONAL KNOWLEDGE OR MOTIVATION? INVESTIGATING THE ROLE OF TEACHERS' EXPERTISE ON THE QUALITY OF TECHNOLOGY-ENHANCED LESSON PLANS I. Backfisch, A. Lachner, C. Hische, F. Loose, K. Scheiter	101300
RESEARCHING AND WRITING BASED ON MULTIPLE TEXTS H. Du, A. List	101297

Contents continued on Inside back cover

Contents continued from outside back cover

TEACHER SELF-EFFICACY, INSTRUCTIONAL QUALITY, AND STUDENT MOTIVATIONAL BELIEFS: AN ANALYSIS USING MULTILEVEL STRUCTURAL EQUATION MODELING I. Burić, L.E. Kim	101302
HIGH SCHOOL STUDENTS' FEELINGS: DISCOVERIES FROM A LARGE NATIONAL SURVEY AND AN EXPERIENCE SAMPLING STUDY J. Moeller, M.A. Brackett, Z. Ivcevic, A.E. White	101301
SELF-FULFILLING PROPHECIES IN THE CLASSROOM: TEACHER EXPECTATIONS, TEACHER FEEDBACK AND STUDENT ACHIEVEMENT S. Gentrup, G. Lorenz, C. Kristen, I. Kogan	101296
OBTAINING SECONDARY STUDENTS' PERCEPTIONS OF INSTRUCTIONAL QUALITY: TWO- LEVEL STRUCTURE AND MEASUREMENT INVARIANCE B. Wisniewski, K. Zierer, M. Dresel, M. Daumiller	101303
SYLLABLE-BASED READING IMPROVEMENT: EFFECTS ON WORD READING AND READING COMPREHENSION IN GRADE 2 B. Müller, T. Richter, P. Karageorgos	101304
EFFECTIVENESS OF PRIVATE TUTORING DURING SECONDARY SCHOOLING IN GERMANY: DOTHE DURATION OF PRIVATE TUTORING AND TUTOR QUALIFICATION AFFECT SCHOOL ACHIEVEMENT?	
M. Ömeroğulları, K. Guill, O. Köller	101306