Tenth SELF conference : a How-to guide!

Here is a guide to help you make the most of the Tenth SELF Conference. First of all, remember that the event starts on Monday, June 6.

As our event is asynchronous, all presentations (paper, poster, symposium, keynote) are available at all time, and will remain available for a whole year!

To view the presentations, you have to go on the event's website and log in. To do so, click here : https://event.fourwaves.com/self-2022/pages

Keynote speakers and symposiums were regrouped in a « Schedule » to help you find them. Even though the « schedule » says the presentations will only be available on Monday, June 6, please know that they will be available for a year too. To access this page, please click here : https://event.fourwaves.com/self-2022/schedule

We have provided a booklet of all presentations' abstracts for you to browse through. Please note that some presentations were received after the booklet was generated and are therefore not included in it. However, all presentations are easy to find using the filters on the Abstracts page. To access the « Abstracts » page, please click here : https://event.fourwaves.com/self-2022/abstracts

Looking for a presentation? Here's how to find it.

The easiest way to find a presentation is to use the « filter » option. To search for a presentation, please go on the « Abstracts » page : https://event.fourwaves.com/self-2022/abstracts

 When no filter is applied, presentations are listed according to their numbers, including symposium presentations. They can be sorted by presentation number or alphabetically. You can also type in the search box the details you know about the presentation (name of presenter, title, etc.). If you want to browse through a list of presentations, you can filter the database using the « session », « presentation type », « theme » and « research area » boxes.

Abstracts

| Search | Session ⌄ | Presentation Types ⌄ | theme ⌄ | researcharea ⌄ |

1 - 9   A - Z | Top voted | Presenting now | Bookmarked   140 abstracts   20   40   60

#1   Presented by Brooke Harris-Thomas

Black Girls' Conceptualization of Belonging in Middle School Math Classrooms: A Race-Reimaged Approach

#2   Presented by Pascale Dubois

Autonomy support and autonomous motivation's roles in the school-to-work transition and well-being of students with learning difficulties

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SPECIAL TIP : You saw an abstract but do not have the time just yet to watch the presentation? You can bookmark it and come back to it later. All previously bookmarked presentations will appear when you click on « Bookmarked ».

Found something interesting?

We have no doubt that you will find many interesting presentations. When you'll be ready to watch one, click on it; you will then see something like this :

#18

Do I participate for the good reasons? Profiles of motivation in extracurricular activities among students at disadvantaged high schools

Anne-Sophie Denault[1], David Litalien[1], André Plamondon[1], Véronique Dupéré[2], Isabelle Archambault[1], Frédéric Guay[1]

[1]Université Laval, [2]Université de Montréal

Participation in ECAs could be especially beneficial for adolescents living in socioeconomically disadvantaged communities (Crosnoe et al., 2015; Morris, 2015). From an intervention standpoint, it is thus important to know what motivates these adolescents to participate in these activities and what are the key experiences fostering more self-determined forms of motivation. Based on self-determination theory (SDT; Ryan & Deci, 2000), the study's aim was threefold: to identify high school student profiles of motivation for participating in extracurricular activities, to predict profile membership using indicators of need satisfaction and gender, and to verify whether the profiles predicted continued participation the following year. The sample was composed of 263 students at disadvantaged high schools (54% girls, M_{age} = 14.54). Results revealed four profiles based on three types of motivation (intrinsic, identified, and introjected): Poorly motivated (n = 113, low scores on all types), Moderately motivated (n = 93, average scores on all types), Highly motivated (n = 11, high scores on all types), and Autonomously motivated (n = 46, high scores on intrinsic and identified, and low scores on introjected motivation). Perceived autonomy support from the activity leader and competence were the most robust predictors of profile membership. The Autonomously motivated profile also predicted continued ECA participation relative to the Poorly motivated profile. These results could provide useful information to school staff working in low-resources schools to support student participation in ECAs over time.

Other information
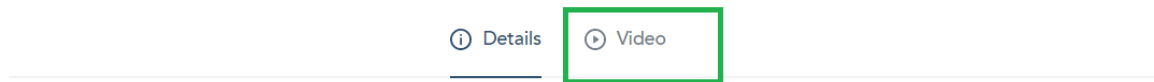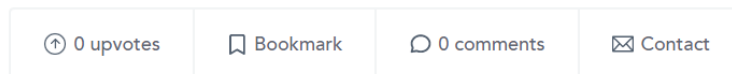
Presentation Types
Paperpresentation

theme
psychologicalneeds

researcharea
childadolescent

Please note the two tabs at the top of the page : « Details » and « Video ». To watch the presentation, click on the « Video » tab.

You will then be able to watch the presentation.

Would you like to contact the presenter or ask a question?

There are two ways to contact the presenters. You can click on the « Contact » button on the details page and send a message, or you can use the « Ask a question » box, at the bottom of the page.

ⓘ Details   ▶ Video

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ⓘ **Presented by Anne-Sophie Denault**