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Patrick, H., Anderman, L. H., Ryan, A. M., Edelin, K. C., &
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goal orientations. Contemporary Educational Psychology,
23(2), 113-131. has been cited by the following article:

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Midgley, C., Kaplan, A., Middleton, M., Maehr, M. L ...
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Motivation and Middle School Students

Those studies cover faculty of education students rather than
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(PDF) The patterns of adaptive learning survey: History ...
Anderman, E., & Midgley, C. (1997). Changes in
personal achievement goals and the perceived classroom
goal structures across the transition to middle level schools.
Contemporary Educational Psychology, 22, 269-298.

The Patterns of Adaptive Learning Study

Lynley H. Anderman, Professor of Educational Psychology,
taught at the elementary and middle school levels for several
years in Auckland, New Zealand before pursuing a career in
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Midgley, C., & Feldlaufer, H. (1987). Students' and teachers'
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Midgley, C., & Feldlaufer, H. (1987). Students' and teachers' decision-making fit before and after the transition to junior high school. *JOURNAL OF EARLY ADOLESCENCE*, 7(2), 225-241. Midgley, C., & Urdan, T. C. (1992). The transition to middle level schools: Making it a good experience for all students. *MIDDLE SCHOOL JOURNAL*, 24(2), 5-14. EJ 454 ...

ED421281 1998-06-00 Motivation and Middle School Students ...

Manuals. The development of survey measures has been a key component of this project. The scales that we have developed are included in the Manual for the Patterns of Adaptive Learning Survey (PALS), which can be downloaded directly from this site. (To download the manual, please click on the title.)

The Patterns of Adaptive Learning Study

C. Midgley, H. Feldlaufer, J.S. Eccles
Change in teacher efficacy and student self- and task-related beliefs in mathematics during the transition to junior high school
Journal of Educational Psychology, 81 (1989), pp. 247-258

Social Predictors of Changes in Students' Achievement Goal ...

E.M. Anderman, M.L. Maehr, C. Midgley
Declining motivation after the transition to middle school: Schools can make a difference

Educational motivation and students' achievement goal ...

Urdan, T. C. & Midgley, C. (2003). Changes in the perceived classroom goal structure and pattern of adaptive learning during early adolescence. *Contemporary Educational Psychology*, 28, 524-551.

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This study investigated how classroom goal structures (mastery and performance goal structures) related to intrinsic motivation and peer modeling focusing on

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teachers ' promoting interaction as a classroom level mediator. Authors tested multilevel mediational models with a sample of 1212 Japanese elementary and junior high school students from 43 classrooms.

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