



ICPS 2023 BRUSSELS

POSTER BROCHURE

VIII-50 - Exemplars of Purpose: Reliance on Moral Exemplars Supports College Students' Purpose in Life

We test whether a moral exemplar-focused intervention supports emerging adults' life purpose. Results indicate the intervention (vs. control) group grew in reliance on moral exemplars and purpose in life from pre- to post-semester. The greater peoples' reliance on moral exemplars, the greater their purpose at the end of the semester.

Heather Maranges

Wake Forest University

Kate Allman

Wake Forest University

Sara Mendonca

Wake Forest University

(Social Psychology)

VIII-51 - Academic Double Majoring and Cognitive Flexibility in Problem Solving

This research empirically investigated possible cognitive benefits of academic double majoring. Double major students were compared with single major students in a cross sectional and a 1-year longitudinal study. Across the two studies, double majors were found to be more cognitively flexible in problem solving.

Ivy Yee-Man Lau

Singapore Management University

Jennifer Yuk-Yue Tong

The Chinese University of Hong Kong

Huey Woon Lee

Singapore Management University

(Cognitive Science)

VIII-52 - Determinants of Knowledge Exploration: Metacognitive Experiences and Epistemic Emotions

Three experimental studies were conducted on 204 secondary school participants to understand the determinants of exploratory behaviour. The analysis using multilevel path modelling suggests that high feeling of confidence predicted knowledge exploration via feedback, and epistemic emotions (surprise, curiosity, confusion) play significant role in knowledge exploration.

Jaya Shukla

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(Social Psychology)

VIII-53 - High Quality Predominantly Black Schools Associated with Better Academic Engagement for Black Children

This study examined the impact of school racial composition, school quality, and school economic disadvantage on changes in Black American children's (n = 182) academic engagement and motivation during late elementary school. A latent change score model indicated declines in engagement except when children attending high quality, predominantly Black schools.

LaRen Morton

University of Georgia, Athens Georgia

Margaret O'Brien Caughy

University of Georgia, Athens Georgia

Kalsea Koss

University of Georgia, Athens Georgia

(Cultural Psychology)

VIII-54 - Title: How to Succeed in a Mooc Course?: A Moderated Mediation Model on How Interaction and Early Approach Can Enhance Students' Learning Outcomes.

The current study explored how to improve learning outcomes for over 25000 learners on MOOC. Results showed that performance is predicted by the frequency of viewing lecture materials, and this link is mediated by interaction with others in class and moderated by their first approach to tackling the course materials.

Letty Yan Yee Kwan

Chinese University of Hong Kong

Yilin Wang

University of Macau

(Social Psychology)

VIII-55 - Psychometric Properties of the Online Education Satisfaction Scale

The current study aims to validate a measure of online education satisfaction, and to test its invariance across socioeconomic status groups. The final model consisted of 42 items grouped into four factors that explained 55% of the variance, demonstrating adequate fit indices and factorial invariance.

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