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Motivational developments in primary school: Group-specific differences in varying learning contexts

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LIST OF PUBLICATIONS

PEER-REVIEWED PUBLICATIONS

- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2013). Developments in motivation and achievement during primary school: A longitudinal study on group-specific differences. *Learning and Individual Differences, 23*, 195-204. doi: 10.1016/j.lindif.2012.09.004
- Hornstra, L., Van den Bergh, L., & Denessen, E. (2011). Impliciete metingen van groepsstereotiepe houdingen van leraren. *Pedagogische Studiën, 88*, 354-366.
- Hornstra, L., Denessen, E., Bakker, J., Van den Bergh, L., & Voeten, M. (2010). Teacher Attitudes toward Dyslexia: Effects on Teacher Expectations and the Academic Achievement of Students with Dyslexia. *Journal of Learning Disabilities, 43 (6)*, 515-529. doi:10.1177/0022219409355479
- Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M., & Holland, R. (2010). The Implicit Prejudiced Attitudes of Teachers: Relations to Teacher Expectations and the Ethnic Achievement Gap. *American Educational Research Journal, 47(2)*, 497 - 527. doi: 10.3102/0002831209353594
- Denessen, E., Hornstra, L., & Van den Bergh, L. (2010). What is on our children's minds? An analysis of children's writings as reflections of group-specific socialization practices. *Educational Studies, 36*, 73-84. doi: 10.1080/03055690903148647

PAPERS IN PROGRESS

- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (resubmitted). Innovative Learning and Developments in Motivation and Achievement in Upper Primary School.
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (resubmitted). Does classroom composition make a difference: Effects on developments in motivation, well-being, and achievement in upper primary school.
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (resubmitted). Motivating teacher practices: The role of beliefs and context.

LIST OF PUBLICATIONS

- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (under review). Student perceptions of innovative learning and their learning preferences: The role of gender, socio-economic background and ethnicity
- Jansen in de Wal, J., Hornstra, L., Prins, F., Peetsma, T., & van der Veen, I. (under review). The prevalence, development and domain specificity of elementary school students' achievement goal profiles: A person-centred analysis.
- Schoutsen, K., Hornstra, L., Peetsma, T., & Van der Veen, I. (in progress). Need-supportive education and motivation of police recruits.

CONFERENCE PAPERS

- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2013). *Student and teacher conceptions of autonomy-supportive teaching practices: Relations with developments in motivation and achievement*. Paper to be presented at the 15th Biennial Conference of the European Association of Research on Learning and Instruction (Earli) 2013, Munich, Germany.
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2013). *De relatie tussen door leerkrachten en leerlingen ervaren mate van autonomieondersteuning en ontwikkelingen in motivatie en prestaties* [Relationship between autonomy-support experienced by teachers and students and developments in motivation and achievement]. Paper presented at the Educational Research Days (ORD), Brussels, Belgium
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2012) *Longitudinal study on the reciprocal relationship between quality of the teacher-student relationship and well-being, motivation and achievement of primary school students*. Paper presented at the International Conference on Motivation, Frankfurt, Germany.
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2012). *Relations between constructivist teaching practices and developments in motivation and achievement during primary school*. Paper presented at the International Conference on Motivation, Frankfurt, Germany.
- Hornstra, L. & Mansfield, C. (2012). *Teacher perceptions of their students and their motivational practices*. Paper presented at the annual meeting of the

Western Australian Institute for Educational Research (WAIER) Perth, Australia.

- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2012). *Longitudinaal onderzoek naar de wederkerige relatie tussen de leerkracht-leerlingrelatie en welbevinden, motivatie en leerprestaties van leerlingen in het basisonderwijs* [Longitudinal study on the reciprocal relationship between the teacher-student relationship and well-being, motivation, and achievement of primary school students]. Paper presented at the Educational Research Days (ORD), Wageningen, the Netherlands.
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2012). *Leerkracht- en leerlingpercepties van de leeromgeving en ontwikkelingen in motivatie en prestaties in het basisonderwijs* [Teacher and student perceptions of the learning environment and developments in motivation and achievement in primary school]. Paper presented at the Educational Research Days (ORD), Wageningen, the Netherlands.
- Hornstra, L., Veen, van der, I., Peetsma, T., & Volman, M. (2011). *Composition of the classroom and developments in motivation and achievement*. Paper presented at the ICO Toogdagen in Eindhoven, the Netherlands.
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2011). *Motivational developments in primary school: A longitudinal study on group-specific differences*. Paper presented at the 14th Biennial Conference of the European Association of Research on Learning and Instruction (Earli) 2011, Exeter, UK.
- Hornstra, L., Van der Veen, I., Peetsma, T., & Volman, M. (2011). *Motivational developments in primary school*. Paper presented at the 1st meeting of the Network of Researchers in Motivation (NORIM) 2011, Trondheim, Norway.
- Hornstra, L., Veen, van der, I., Peetsma, T., & Volman, M. (2011). *De relatie tussen vernieuwende instructievormen en de ontwikkeling van motivatie en prestaties van leerlingen in het basisonderwijs* [Relationship between innovative instruction and developments in motivation and achievement of primary school students]. Paper presented at the Educational Research Days (ORD), Maastricht, the Netherlands.
- Hornstra, L., Veen, van der, I., & Peetsma, T. (2010). *Relationships between the learning context, motivation for school, self-regulated learning, and academic achievement of Dutch primary school children*. Paper presented at the Summer

LIST OF PUBLICATIONS

School preceding the International Conference on Motivation, Porto, Portugal.

- Denessen, E., Hornstra, L., & Van den Bergh, L. (2009). *If I were the boss of the Netherlands.... An analysis of children's writings as reflections of group-specific socialization*. Paper presented at the International Conference on Education, Honolulu, HI.
- Van den Bergh, L., Hornstra, L., Denessen, E., Holland, R., & Voeten, M. (2009). *Implicit Racial Attitudes: Relations with Teachers' Expectancies and Ethnic Minority Students' Academic Achievement*. Paper presented at the International Conference on Education, Honolulu, HI.

OTHER CONFERENCE CONTRIBUTIONS

- Hornstra, L., Veen, van der, I., Peetsma, T., & Volman, M. (2012). *Classroom composition and development of motivation and achievement in primary school*. Poster presented at the AERA in Vancouver, Canada.
- Hornstra, L., Veen, van der, I., & Peetsma, T. (2010). *Motivatie en zelfregulerend leren in het nieuwe leren: Een vergelijking tussen situatiespecifieke en stabielere kenmerken* [Motivation and self-regulated learning: A comparison between situation-specific and stable characteristics]. Poster presented at the Educational Research Days (ORD), Enschede, the Netherlands.
- Hornstra, L., Denessen, E., Bakker, J., Van den Bergh, L., & Voeten, M. (2009). *Teacher Attitudes toward Dyslexia: Effects on Teacher Expectations and the Academic Achievement of Students with Dyslexia*. Poster presented at the International Conference on Education, Honolulu, HI.

OTHER PUBLICATIONS

- Hornstra, L., Denessen, E., & Van den Bergh, L. (2009). Opstel is goed begin van burgerschapsles. *Didaktief*, 39, 38-39.