

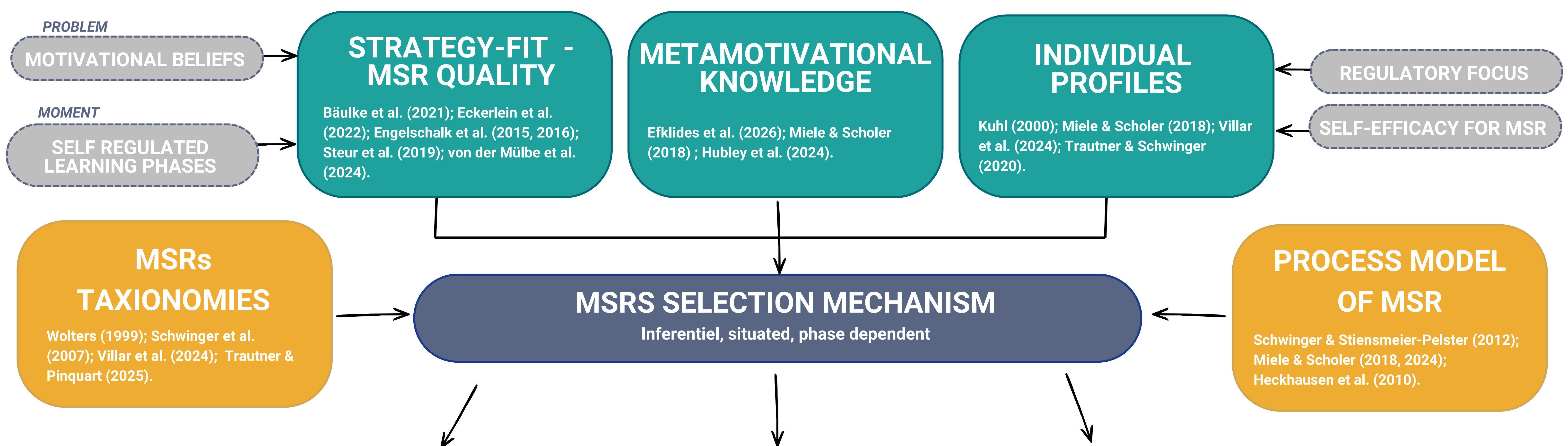


PROBLEM STATEMENT

Academic motivation tends to decline over the course of higher education studies, with the first year often representing a particularly critical period (Brahm et al., 2017; Corpus et al., 2020). Motivational self-regulation (MSR) strategies (MSRs) help students sustain engagement, yet research has largely focused on how often strategies are used rather than on why and whether they fit the motivational problem at hand (Cosnefroy & Berger, 2024; Trautner et al., 2025). The conditions under which MSRs are actually effective, perceived as useful, and selected in real time remain insufficiently understood.



STATE OF ART



1 STUDY

Aim: to test whether a strategy theoretically linked to a specific motivational belief, namely self-efficacy, is effective when applied to the corresponding motivational challenge, and to inform evidence-based interventions fostering conditional knowledge of strategy use.

Method: experimental design manipulating self-efficacy (low versus neutral) and intervention (self-efficacy enhancement self-talk versus control), N about 80, including eye-tracking and objective performance measures.

2 STUDY

Aim: to investigate how students evaluate the usefulness of MSRs and how these evaluations vary depending on the motivational beliefs elicited by academic task contexts, and to identify the criteria underlying these judgments (implementation effort, SE for MSR, regulatory focus).

Method: vignette-based survey, N about 400 to 500, rating the usefulness of five MSR types across four motivational challenges.

3 STUDY

Aim: to explore how and why students select specific MSRs in real learning contexts, with attention to both the decision-making process and the motivational beliefs underlying that process.

Method: think-aloud task during an authentic academic activity, N about 20 to 30, complemented by short open-ended questions or semi-structured interviews.



CONTRIBUTION

By combining experimental, survey based, and think aloud evidence, this project moves beyond frequency based accounts of MSR to clarify when, why, and for whom specific strategies are effective. The findings are expected to inform the design of context-sensitive interventions aimed at supporting the MSR, which take into account the various factors influencing the mechanisms underlying the selection of MSRs.