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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.

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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 academia.

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Midgley, C., & Feldlaufer, H. (1987). Students' and teachers' decision-making fit before and after the transition to junior high school.

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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 ...

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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 ...

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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 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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