H23  Motivation, study behavior, and academic success in university students: A follow-up study
Marina Serra de Lemos, University of Porto, Portugal
Leonor Lencastre, University of Porto, Portugal
Marina Guerra, University of Porto, Portugal
Duarte Pereira, University of Porto, Portugal

This study is part of the efforts to further understanding why university students' academic achievement is not according to expectations, through examining students' motivation and study habits. Both students' willingness to engage (motivation) and students' actual engagement (study behaviors) in course materials and activities have been related to academic success. In addition, lack of motivation might also be one important reason for the use of inefficacious study habits. The study had 3 main goals: (1) to characterize the evolution of study strategies and their relations to academic achievement at 1st year at university, and by the end of their degrees, (2) to examine the relative role of previous academic achievement, and present study behaviors and motivation, in affecting subsequent achievement, and (3) to examine the strength of the relations between motivation, engagement, and actual school performance, in 1st year university students, and by the end of their degrees. We assessed student's beliefs in their capacity to exert effort, student's level of interest, student's use of 8 study behaviors, and student's academic performance (grades across subject-matters). In this presentation we report on a two-wave follow-up of a sample of 178 1st year university students who were tested again 5 years later. Descriptive, inferential, and regression were performed on these data. Preliminary analysis suggested (a) that some study strategies were significantly more used by finalist students than by freshman (b) an important role of contemporaneous motivation and study variables in predicting present school performance, comparatively to previous school performance, (c) stronger links between motivation, engagement and school performance at the end of students' degrees, than at their first year at University. These findings could have important implications for the design of the curriculum and of the larger agenda of the university.

H24  The epistemological location of knowledge domains
Jeroen S. Rozendaal, Leiden University, Netherlands
Cornelis de Brabander, Leiden University, Netherlands

One of the key conceptual issues in research on epistemological beliefs is whether and how these beliefs differ between domains (Hofer & Pintrich, 1997). In the