

Special Section: Motivating Classroom Learning

Guest Editors: Xiaodong Lin-Siegler, Carol Dweck, and Geoffrey L. Cohen

- 295 Instructional Interventions That Motivate Classroom Learning
Xiaodong Lin-Siegler, Carol S. Dweck, and Geoffrey L. Cohen
- 300 Young Children's Motivational Frameworks and Math Achievement:
Relation to Teacher-Reported Instructional Practices, but Not Teacher
Theory of Intelligence
*Daeun Park, Elizabeth A. Gunderson, Eli Tsukayama, Susan C. Levine,
and Sian L. Beilock*
- 314 Even Einstein Struggled: Effects of Learning About Great Scientists'
Struggles on High School Students' Motivation to Learn Science
*Xiaodong Lin-Siegler, Janet N. Ahn, Jondou Chen, Fu-Fen Anny Fang,
and Myra Luna-Lucero*
- 329 A Stitch in Time: Strategic Self-Control in High School and College
Students
*Angela L. Duckworth, Rachel E. White, Alyssa J. Matteucci, Annie Shearer,
and James J. Gross*
- 342 Creating Birds of Similar Feathers: Leveraging Similarity to Improve
Teacher-Student Relationships and Academic Achievement
*Hunter Gehlbach, Maureen E. Brinkworth, Aaron M. King, Laura M. Hsu,
Joseph McIntyre, and Todd Rogers*
- 353 The Psychology of the Affirmed Learner: Spontaneous Self-Affirmation in
the Face of Stress
*Shannon T. Brady, Stephanie L. Reeves, Julio Garcia,
Valerie Purdie-Vaughns, Jonathan E. Cook, Suzanne Taborsky-Barba,
Sarah Tomasetti, Eden M. Davis, and Geoffrey L. Cohen*
- 374 Using Design Thinking to Improve Psychological Interventions: The Case
of the Growth Mindset During the Transition to High School
*David S. Yeager, Carissa Romero, Dave Paunesku,
Christopher S. Hulleman, Barbara Schneider, Cintia Hinojosa,
Hae Yeon Lee, Joseph O'Brien, Kate Flint, Alice Roberts, Jill Trott,
Daniel Greene, Gregory M. Walton, and Carol S. Dweck*
- 392 New Directions in Social Psychological Interventions to Improve Academic
Achievement
Timothy D. Wilson and Nicholas R. Buttrick
- 397 The Half Empty Question for Socio-Cognitive Interventions
Daniel L. Schwartz, Katherine M. Cheng, Shima Salehi, and Carl Wieman

Self-Concept and Stereotypes

- 405 Selective School Systems and Academic Self-Concept: How Explicit and Implicit School-Level Tracking Relate to the Big-Fish–Little-Pond Effect Across Cultures
Silvia Salchegger
- 424 Computing Whether She Belongs: Stereotypes Undermine Girls' Interest and Sense of Belonging in Computer Science
Allison Master, Sapna Cheryan, and Andrew N. Meltzoff

Effort and Evaluation

- 438 How Students' Perceptions of the Source of Effort Influence Their Ability Evaluations of Other Students
Katherine Muenks, David B. Miele, and Allan Wigfield

Other

- 341 E-Mail Notification of Your Latest Issue Online!
- iii Instructions to Authors
- ii Subscription Order Form