

Table 1

Definition of CAMML motivation and volition (SRL) constructs

Achievement Orientations

Academic Goal Orientation	A student's set of academic achievement motivation domain-specific beliefs reflect the reasons why they approach and engage in academic learning tasks. A <i>performance</i> goal orientation reflects a concern for personal ability, a normative social comparison with others, preoccupation with the perception of others, and a need to avoid looking incompetent. A <i>learning or mastery</i> goal orientation reflects a focus on task completion and understanding, learning, mastery, solving problems, and developing new skills.
Intrinsic Motivation	A student's engagement in an academic domain-specific activity due to interest and enjoyment of the activity (e.g., performing the activity for the sake of doing it—for the enjoyment, fun or pleasure, satisfying curiosity), not because the activity will produce a reward, gain, or result in the avoidance of a negative consequence.
Academic Interests	A student's relatively stable or enduring academic domain-specific predisposition, positive affective orientation, or preference for certain specific academic content or task domains. <i>Personal</i> interest reflects a relatively stable or enduring predisposition, evaluative orientation, and tendency to persevere when working on certain specific content or task domains. <i>Situational</i> interests are often "spur -of-the-moment" interests triggered by specific contexts..

Self-Beliefs

Locus of Control	A student's academic domain-specific belief regarding the perceived causes of their success or failure. An <i>internal attribution</i> orientation is when a student perceives their success or failure as contingent on their own behavior and due to relatively unchanging personal characteristics. An <i>external attribution</i> orientation is when success or failure is perceived as under the control of others, unpredictable, and the result of luck, chance, or fate.
Competence Mindset	A student's academic domain-specific ability conception mindset. The beliefs, self-evaluation, and self-awareness (i.e., a thinking disposition) regarding their academic-related skills and abilities. The distinction between students who hold " <i>entity/fixed</i> " versus " <i>incremental/growth</i> " mindsets is of particular interest in contemporary research.

Academic Self-Efficacy	A student's academic domain-specific confidence (conviction) or judgement in their ability to organize, execute, and regulate performance to solve or accomplish academic problems at a designated level of skill and ability.
Academic Self-Concept	A student's academic domain-specific self-view, based on self-knowledge and evaluation of value or worth, of one's own capabilities in a specific academic domain.

**Self-Regulated Learning
(SRL) Strategies & Phases
(Volition)¹**

Preparatory Phase	The metacognitive processes involved in setting initial goals and activating prior domain-relevant knowledge and task relevant strategies.
Performance Phase	The metacognitive processes involved in self-awareness of personal cognition and the monitoring of various components of ones thinking during task performance. The activation of strategies for selecting, adapting, and changing cognitive strategies to reduce the relative discrepancy between immediate goals and self-generated performance feedback judgments. (The list of possible control strategies is relatively large and represents the most researched component of SRL--see table footnote.)
Appraisal Phase	The metacognitive processes in self-judging and making causal attributions regarding personal performance.

Note. The definitions in this table represent a synthesis of definitions from multiple sources of relevant literature cited in this paper.

¹Sitzman and Ely (2011), based on a comprehensive review of 15 self-regulation theories, identified a list of 16 potential SRL regulatory mechanisms. Most ($n=12$) are under the performance phase or SRL. An adapted set of these brief SRL definitions are available at: www.iapsych.com/MACM/srldefs.pdf.