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Co-creating an Ecological Momentary Intervention for Academic Procrastination

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Co-creating an Ecological Momentary Intervention for Academic Procrastination

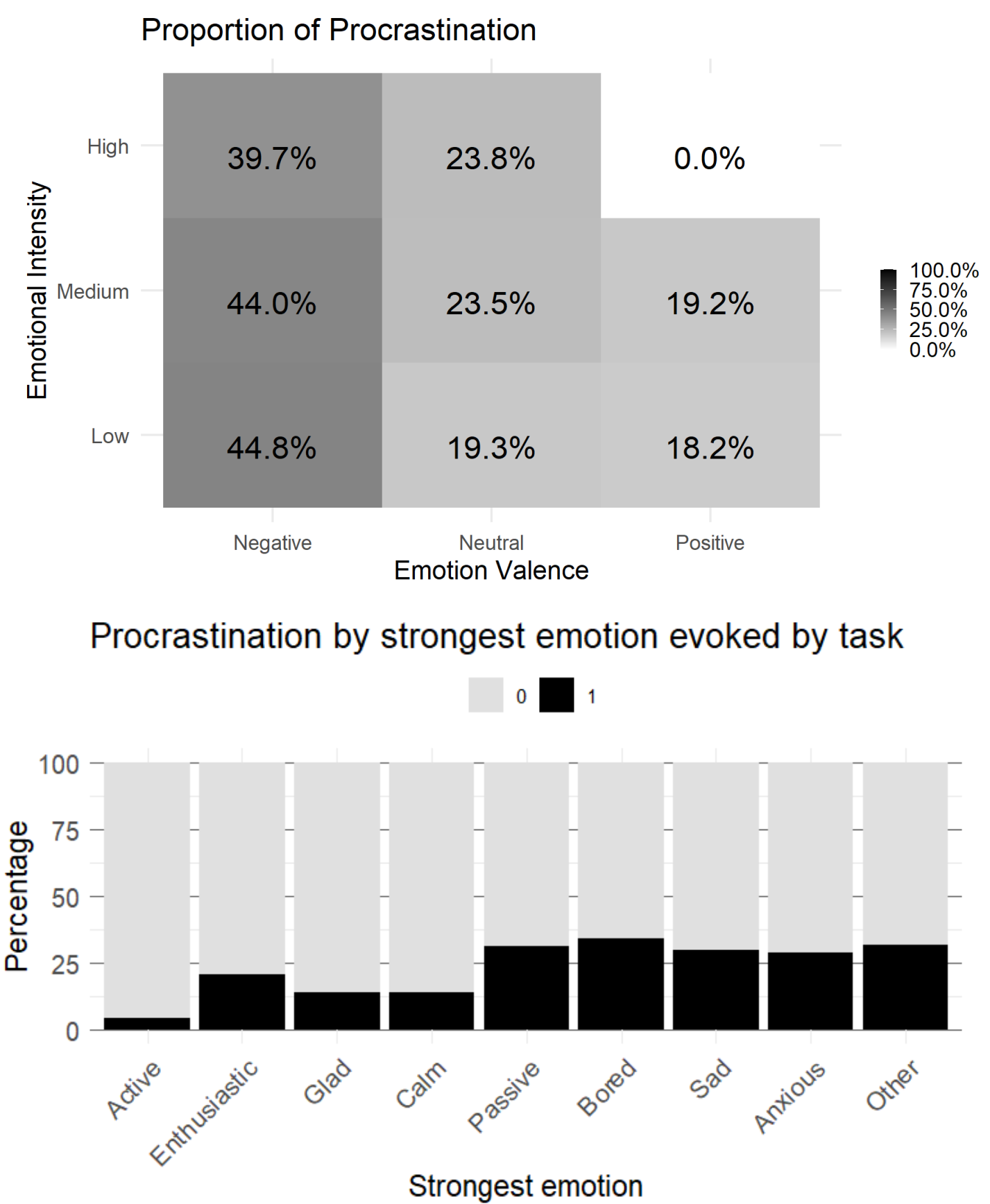
Daniel Ventus, Katrin Klingsieck, & Alexander Rozental

What's going on when students procrastinate?

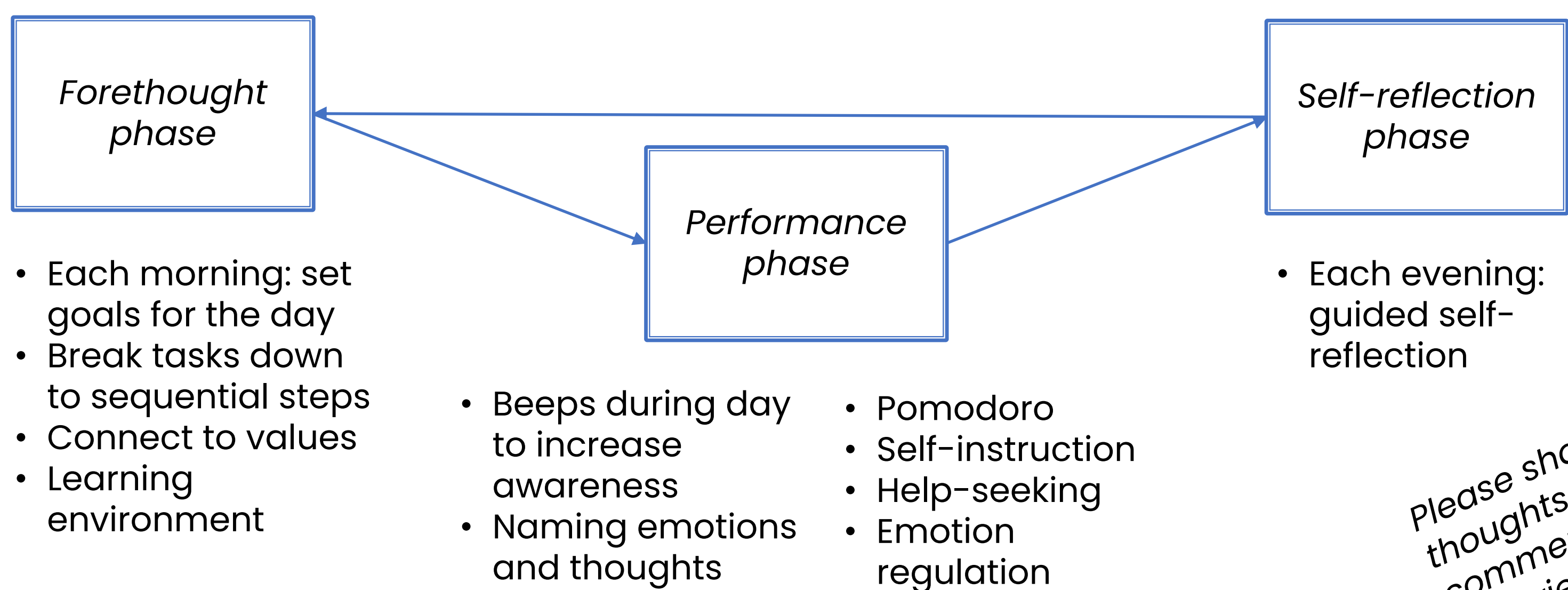
Our EMA study (n = 130, 1096 intended study sessions) shows that students are more likely to procrastinate when their intended study tasks evoke emotions of negative valence. Emotional intensity was unrelated to procrastination.

Motivation was also associated with a decreased risk of procrastination.

Contrary to expectations, task ambiguity was unrelated to procrastination.



We will create an app-based solution together with students to support them *in the moment* when they are procrastinating. Preliminary avenues of mini-interventions inspired by Zimmerman's framework of self-regulated learning:



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