

SELECTED PUBLICATIONS

- Butler, R., & Nisan, M. (1986). Effects of no feedback, task-related comments, and grades on intrinsic motivation and performance. *Journal of Educational Psychology*, 78, 210-216.
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- Butler, R. (1989). Interest in the task and interest in peer's work in competitive and non-competitive conditions: A developmental study. *Child Development*, 60, 562-570.
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- Butler, R. (1990). The effects of mastery and ability conditions on self-assessment at different ages. *Child Development*, 61, 201-210.
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- Butler, R., & Neuman, O. (1995). Effects of task and ego achievement goals on help-seeking behaviors and attitudes. *Journal of Educational Psychology*, 87, 261-271.
- Neumark-Sztainer, D., Butler, R. & Palti, H. (1995) Dieting and binge eating: Which dieters are at risk? *Journal of the American Dietetic Association*, 95, 586-589.

- Butler, R. (1995). Motivational and informational functions and consequences of children's attention to peers' work. *Journal of Educational Psychology*, 87, 347-360.
- Butler, R. (1996). Motivation in the classroom. In U. Last and S. Zilberman, (Eds.), *Psychology in the school*, pp. 5-30; Jerusalem: Magnes Press.
- Butler, R. (1996). Effects of age, stages of skill acquisition and achievement goals on children's motives for attending to peers' work. *British Journal of Developmental Psychology*, 14, 1-18.
- Neumark-Sztainer, D., Butler, R. Palti, H. (1997). Persistence of weight loss behaviors among adolescent girls in Jerusalem. *International Journal of Adolescent Medicine and Health*, 9, 19-35.
- Butler, R. (1998). Age trends in the use of social and temporal comparison for self-evaluation: Examination of a novel developmental hypothesis. *Child Development*, 69, 1054-1073.
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- Butler, R. (2000). Making judgments about ability: The role of implicit theories of ability in moderating inferences from temporal and social comparison information. *Journal of Personality and Social Psychology*, 78, 965-978.
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- Butler, R. (2006). An achievement goal perspective on student help seeking and teacher help giving in the classroom: Theory, research, and educational implications. In S. Karabenick and R. Newman (Eds.), *Help seeking in academic settings: Goals, groups and contexts* (pp. 17-34). New York: Erlbaum.
- Butler, R. (2006). Are mastery and ability goals both adaptive? Evaluation, initial goal construction, and the quality of task engagement. *British Journal of Educational Psychology*, 60, 63-75.
- Butler, R. (2007). Teachers' achievement goal orientations and associations with teachers' help seeking: Examination of a novel approach to teacher motivation. *Journal of Educational Psychology*, 99, 241-252.
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- Butler, R. (2008) Ego-involving and frame of reference effects of tracking on elementary school students' motivational orientations and help seeking in math class. *Social Psychology of Education, 11*, 5-23.
- Butler, R., & Shalit-Naggar, R. (2008) Gender and patterns of concerned responsiveness in representations of the mother-daughter and mother-son relationship. *Child Development, 79*, 836-851.
- Butler, R., & Shibaz, L. (2008) Achievement goals for teaching as predictors of students' perceptions of instructional practices and students' help seeking and cheating. *Learning and Instruction.*
- Retelsdorf, J., Butler, R., Streblow, L., & Schiefele, U. (2010). Teachers' goal orientations for teaching: Associations with instructional practices, interest in teaching, and burnout. *Learning and Instruction, 20*, 30-46.
- Butler, R. (2011). Are positive illusions about competence always adaptive, under all circumstances? New results and future directions. *International Journal of Educational Research, 50*, 251-256.
- Butler, R. (2012). Striving to connect: Extending an achievement goal approach to teacher motivation to include relational goals for teaching. *Journal of Educational Psychology, 104*, 726-742.
- Butler, R., & Shibaz, L. (2014). Striving to connect and striving to learn: Influences of relational and mastery goals for teaching on teacher behaviors and student interest and help seeking, *International Journal of Educational Research, 65*, 41-53
- Butler, R. (2014). What teachers want to achieve and why it matters: An achievement goal approach to teacher motivation. In P. W. Richardson, S. A. Karabenick, & H. M. G. Watt (Eds). *Advances in Teacher Motivation: Theory and Practice*, pp. 20-34. Routledge.
- Butler, R. (2014). Motivation in educational contexts: Does gender matter? In L. S. Liben & R. S. Bigler (Eds.) *Advances in Child Development and Behavior, Vol. 47: The Role of Gender in Educational Contexts and Outcomes*, pp. 1-42. Elsevier.
- Butler, R. & Hasenfratz, L. (2017). Gender and competence motivation. In A. Elliot, C. Dweck, and D. Yeager (Eds.). *Handbook of Competence and Motivation (2nd Edition): Theory and Application*. Guilford Press.
- Butler, R. (2017). Why choose teaching and does it matter? In H. Watt, P. Richardson, & K. Smith (Eds.). *Global Perspectives on Teacher Motivation*, pp 349-376. Cambridge University Press.

Conference Keynotes and Invited Talks (selected)

- Functions and consequences of evaluation in educational settings. *Opening Keynote Address: Biennial Conference of the German Association of Educational Psychology*, Bielefeld, 2003
- Achievement motivation, learning and evaluation: *Annual Distinguished Lecturer Address*; Hamburg University, 2003
- The development of self-evaluation between early and middle childhood: From structural deficits to the construction of knowledge, strategies, and motives in context. *Keynote Address: Third International SELF Conference*, Berlin, 2004.
- Evaluation and the (Un)certainty principle: *Invited Address: International Conference on Educational Evaluation, Israel Science Foundation*, Jerusalem, 2005.
- Teacher achievement goals: A new approach to teacher motivation, *Invited Talk*, Max Planck Institute for Human Development and Educational Research, Berlin, 2007
- Goals for learning and teaching, *Keynote Address: Annual Meeting of the Hellenic Psychological Association*, Volos, Greece, May 2008
- What motivates teachers and does it matter? *Invited Address*, Series in Honor of 50 years of the CPPE, Ann Arbor, Michigan, September, 2008
- Achievement goal orientations for teaching. *Invited Symposium, Biennial Meeting, European Association for Learning and Instruction*, Amsterdam, 2009
- Achievement motivation in Adolescence, *Keynote, Annual BMI Symposium*, Seoul, 2010
- On the development of achievement motivation and the development of motivation theory, *Keynote Address, Annual Meeting, American Educational Research Association*, New Orleans, 2011
- Proving or Improving? Gender and motivation. *Invited Talk*. University of Michigan, Ann Arbor, 2012
- Achievement motivation in early childhood: Concerns about competence need few inferences. *Invited Talk: Stanford University*, 2012.
- Proving versus Improving: Gender, Motivation, and Implications for STEM. *Invited Presentation, Gender and Stem Conference*, July, 2014, Berlin.
- Achievement goals for teaching: Structure, consequences, and influences. *Invited Symposium, International Conference of Applied Psychology*, July 2014, Paris
- Contexts, cognitions, and the development of achievement motivation: Lessons from young children. *Keynote, Biennial meeting, International Conference on Motivation*, Thessaloniki, August, 2016