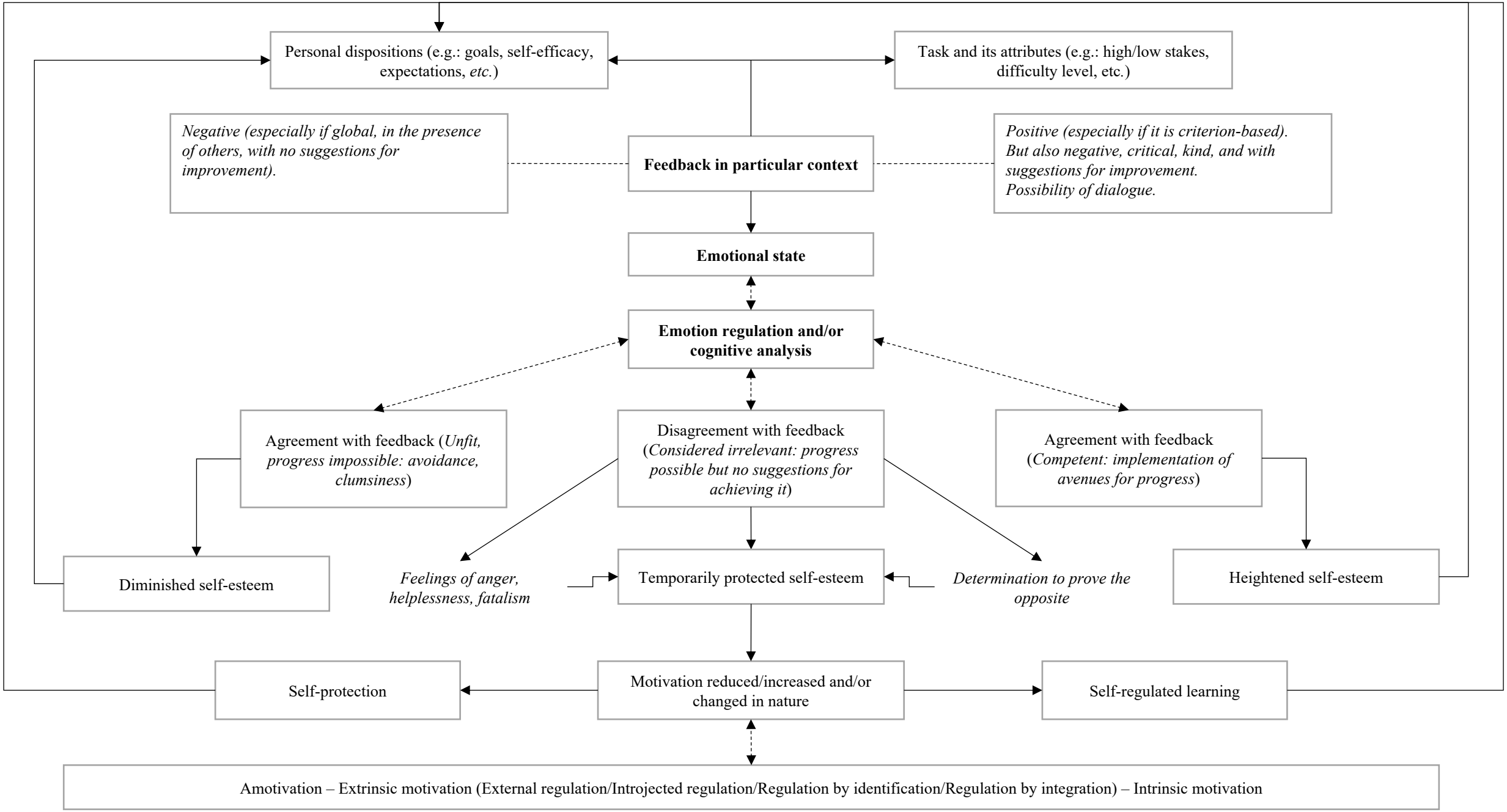
Personal dispositions (e.g.: goals, self-efficacy, expectations, *etc.*)
Task and its attributes (e.g.: high/low stakes, difficulty level, etc.)
Negative (especially if global, in the presence of others, with no suggestions for improvement).
Feedback in particular context
Positive (especially if it is criterion-based). But also negative, critical, kind, and with suggestions for improvement. Possibility of dialogue.
Emotional state
Emotion regulation and/or cognitive analysis
Agreement with feedback (*Unfit, progress impossible: avoidance, clumsiness*)
Disagreement with feedback (*Considered irrelevant: progress possible but no suggestions for achieving it*)
Agreement with feedback (*Competent: implementation of avenues for progress*)
Diminished self-esteem
Feelings of anger, helplessness, fatalism
Temporarily protected self-esteem
Determination to prove the opposite
Heightened self-esteem
Self-protection
Motivation reduced/increased and/or changed in nature
Self-regulated learning
Amotivation – Extrinsic motivation (External regulation/Introjected regulation/Regulation by identification/Regulation by integration) – Intrinsic motivation