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**Abstract**

Current theories of learning emphasize the role of motivational and affective aspects in university student learning. The aim of the present study was to examine the interrelations among approaches to learning, self-regulated learning, and cognitive strategies in the context of teacher education. Cognitive-motivational profiles were identified among novice teacher students. It was also looked at, whether well-being, epistemological beliefs, and study success in an activating lecture course were related to these profiles. The participants were 213 first year teacher students, who participated in an activating lecture course at a major Finnish university. The students filled in a questionnaire including items based on the MED NORD instrument (Lonka et al. in Med Teach 30:72?79, 2008). The structural validity of the scales was tested by means of a series of factor analyses. Latent class clustering was used for clustering students into homogeneous groups. Finally, a series of ANOVAs was conducted to examine between-group differences across the criterion variables. Three groups of

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students were identified (1) non-regulating students (50%), (2) self-directed students (28%), and (3) non-reflective students (22%). Non-regulating students expressed the highest levels of stress, exhaustion, and Lack of Interest. Self-directed students received the highest grades. The profiles were not only related to study success, but also to the general well-being of the students. It was concluded that motivational profiles may have not been optimal, even in this highly-selected population. It is of interest to see, how these students shall develop during their studies. (HRK / Abstract übernommen)

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