



National Foundation for Educational Research

International Review of Curriculum and Assessment Frameworks

Thematic Probe Learner Motivation 3-19: an International Perspective

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INTERNATIONAL REVIEW OF CURRICULUM AND ASSESSMENT FRAMEWORKS (INCA)

Thematic probe on learner motivation, 3-19

Preamble

In November 2004, the Qualifications and Curriculum Authority (QCA, www.qca.org.uk) commissioned the National Foundation for Educational Research in England and Wales (NFER) to undertake an international thematic probe on learner motivation. This thematic probe aims to provide users of the INCA website with an international perspective on how countries seek to motivate learners aged three to 19.

The questionnaire on which this thematic probe is based was sent to contacts in all countries currently featured on the INCA website – Australia, Canada, England, France, Germany, Hungary, Ireland, Italy, Japan, Korea, the Netherlands, New Zealand, Scotland, Singapore, Spain, Sweden, Switzerland, the USA and Wales, plus Northern Ireland. In addition, input was sought from all countries of the Eurydice information network on education in Europe (www.eurydice.org).

Responses were received from Queensland (Australia), Austria, British Columbia (Canada), the Czech Republic, England, Finland, France, Germany, Greece, Hungary, Italy, Latvia, Liechtenstein, Lithuania, the Netherlands, New Zealand, Norway, Poland, Scotland, Singapore, Spain, Sweden, Switzerland, Kentucky (USA), and Wales.

In the context of this thematic probe, learner motivation is defined as covering

a range of an individual's behaviours in terms of the way they personally initiate things, determine the way things are done, do something with intensity and show perseverance to see something through to an end.¹

The probe aims to identify how different countries seek to enhance these behaviours.

This thematic probe report is structured in three main sections – the first identifies, by country, the importance of learner motivation and any specific learner motivation initiatives as identified by questionnaire respondents. The second highlights the important literature on learner motivation identified by questionnaire respondents, and the third and final section comprises an independent review – by NFER - of the literature on learner motivation across all countries. Sections one and two of the report are restricted to those countries which responded to the project questionnaire.

¹ Coles, M. and Werquin, P. (2005) (forthcoming). *The Growing Importance of NQS as a Resource for Lifelong Learning Policy*. Paris: OECD.

Chapter 1 - Key policies and initiatives in learner motivation

Australia - Queensland

Learner motivation and engagement is an important policy issue in Queensland. It underpins curriculum design, assessment principles and pedagogical guidelines (implicit in the curriculum materials that promote learner-centred teaching and learning).

Currently, in response to an earlier government White Paper, the Education and Training Reforms for the Future (ETRF) are being defined and implemented (by the Queensland Studies Authority – a statutory body, and the Department of Education Queensland - representative of state and non-state schools). These reforms focus particularly on policy changes with regard to certification, resourcing and different strategies for engaging learners across all phases of school education.

Preparatory Year

The Early Years Curriculum Guidelines were developed by the Queensland Studies Authority (QSA) for use in the implementation of a Preparatory Year of school which focuses on learning for children aged four-and-a-half to five-and-a-half years. The curriculum identified several factors for later success in schooling, which included social and emotional competence, active learning processes and a positive disposition to learning. The assessment framework asks teachers to report on these factors as well as on other areas of the curriculum.

In addition, the curriculum guidelines describe five learning contexts that should be used when planning learning experiences:

- play
- investigations
- real-life experiences
- routines and transitions and
- focused learning and teaching.

Teachers are encouraged to involve children in collaborative planning of learning experiences to provide motivation and emotional engagement in learning.

Years 1 to 10 (ages five+ – 15)

The Years 1 to 10 curriculum developed by the Queensland Studies Authority (QSA), for all Queensland schools, is designed to assist students to become lifelong learners. The curriculum materials describe the 'Attributes of a Lifelong Learner', which encompass the overall learning outcomes for the compulsory years of school. Teachers plan their curriculum with these attributes in mind. Specifically the attribute 'a reflective and self-directed learner' encourages curriculum planning and teaching that will encourage students to:

- consider their own learning style, strengths and weaknesses, attitudes, depth of knowledge and repertoire of skills and strategies with the conscious aim of improving their learning
- plan, organise, evaluate and manage their own thinking, performance, behaviour, wellbeing and progress by applying appropriate skills and strategies, and monitoring the success of that application
- transfer concepts, ideas, skills and strategies to entirely new situations and look for opportunities to do so
- critically evaluate assumptions, values and viewpoints and consider the implications and/or ethics of their own and others' decisions and behaviour for themselves, others and the environment.

The Key Learning Area syllabuses that describe the core curriculum reflect an outcomes approach and promote a learner-centred approach to teaching and learning. The learner-centred approach supports the enquiry-based nature of the syllabuses. This encourages teachers to plan for classroom teaching and learning that is framed in real-life contexts to engage learners.

Within the assessment principles for Years 1 to 10, there are several points described that encourage and support learner motivation. These include ensuring that assessment is designed to:

- be sensitive to, and inclusive of, the unique circumstances of individual students
- allow students to take responsibility for their own learning and self-monitoring.

Education and Training Reforms for the Future (ETRF)

This Queensland Government White Paper's focus is on engaging learners at all levels of school, particularly in the middle and senior years (see below).

Middle phase of learning (Years 4 to 9, ages eight+ to 14+)

These reforms focus on the students' learning needs to inspire them to keep learning and provide a smooth transition to the senior years. Education Queensland (the Education Department) has taken charge of this commitment and has developed a "Middle Phase of Schooling Action Plan for State Schools".

The action plan identifies various factors that impact on early adolescents and why this makes their learning needs special. It consequently outlines a commitment to ensuring that all students in Years 4-9:

- engage in purposeful, intellectually challenging learning (with an understanding of how school activities are connected to the real world and their own experience)
- are provided with opportunities to achieve success
- are supported in their transition from year to year and from primary to secondary education
- interact with teachers who are prepared to meet the distinctive needs of students during early adolescence.

For further information, see <http://education.qld.gov.au/etrf/pdf/midaction03.pdf>

Senior years (age 15+ – 18+)

The reforms in the senior years focus on engaging all students in meaningful learning to obtain the Queensland Certificate of Education. This may mean that learning provided for students and achievement attained outside the formal school curriculum is recognised and consequently contributes towards the ‘quantum of learning’ required to achieve certification. Proposed changes include:

- providing more flexibility in recognising learning that may contribute to the new Queensland Certificate of Education or the Record of Learning
- designing a database so that all students can ‘bank’ necessary ‘credits’ that will count for certification
- offering more career and personal support to assist students in identifying and constructing relevant learning pathways to ensure that learning in the senior years is meaningful and engaging.

For further information, see <http://www.qsa.qld.edu.au/etrf/index.html>

Austria

A recent study on learner motivation funded by the Ministry of Education² identified that, in recent years, motivating people for education and lifelong learning has become an issue of particular urgency, stimulated by Europe becoming a ‘knowledge society’, and faced with a number of economic, social and structural challenges. An important aspect of meeting these challenges is the ability to deal with ongoing change in all spheres of life and work. As a result, the readiness, desire and capacity to engage in continuing and lifelong learning have become priority objectives pursued by educational policy makers in Austria and throughout Europe.

The Austrian viewpoint is that, as schools lay the foundations for learning competence and the encouragement and development of pupil interest in education, and as many schools are, at the same time, faced with the problem of poor pupil motivation, improving learner motivation in schools is of paramount importance.

Canada – British Columbia

In the province of British Columbia learner motivation is, for the Ministry of Education, a topic of great interest. However, the Ministry does not currently have policies, studies or programmes that specifically address this issue. The role of the Ministry in British Columbia is to set standards for learning in the form of prescribed learning outcomes and performance standards. School districts and schools are responsible for implementing the curriculum and the various programmes, and for developing approaches that take learner motivation into consideration. Unfortunately, the Ministry does not have any document that would compile these approaches or initiatives.

² SPIEL, C. and SCHOBBER, B. (2002). *Lebenslanges Lernen als Ziel: Welchen Beitrag kann die Schule zum Aufbau von Bildungsmotivation leisten?* (Translated title: *The Objective of Lifelong Learning: How Can Schools Help to Build Educational Motivation?*). Vienna: Institut für Psychologie der Universität Wien.

Czech Republic

Learner motivation is not currently a fundamental issue in the Czech Republic. In general, learner motivation is the responsibility of schools and teachers, who make decisions on educational methods and student activities. Learner motivation is integral to the curriculum.

Every year the Ministry of Education, Youth and Sports organises competitions in various subjects and other activities for students at primary, lower and upper secondary school level.

England

Three- to 14-year-olds

The motivation of learners is a major imperative of England's education policy for three- to 14-year-olds. Measures aimed at enhancing motivation are present in all major strands of policy and reflect the importance attached to achievement. Within the three to 14 age range, such measures are predominantly to be found at ages five to 14, with the greatest need for them perceived to be at 11-14.

The curriculum and guidance documents for three to 14-year-olds encourage teachers to motivate learners by the use of:

- teaching and learning styles that suit the learner
- assessment for learning that provides feedback on pupil progress
- target setting that anticipates pupil need and
- a curriculum that includes all learners whatever their background or ability.

These are all themes within the National Curriculum (www.nc.uk.net/), the Primary National Strategy (five- to 11-year-olds) (<http://www.standards.dfes.gov.uk/primary/>) and the Key Stage 3 National Strategy (11- to 14-year-olds) (<http://www.standards.dfes.gov.uk/keystage3/>).

In addition, the Government is increasingly emphasising the importance of the personalisation of the curriculum to suit pupils' needs and interests and this is expected to be a significant element of policy aims for the future. (<http://www.standards.dfes.gov.uk/personalisedlearning/>)

14- to 19-year-olds

Government policy – the general direction

At the centre of the Government's policy for education for this age range are issues of:

- social inclusion and participation in education and training of all people in society and the removal of barriers to these
- policies to ensure that all those that have ability have opportunity to fulfil their potential

- improving skills levels among the population so that they equate with those in other OECD countries. The belief is that this is a requisite for economic competitiveness.

Strategies for addressing these aims have included programmes aimed at raising standards in schools; building capacity for further and higher education; encouraging a commitment to lifelong learning; reviewing the education offered in terms of the quality and status of vocational education and training; and improving choice and flexibility for the learner. Whilst attempting to address motivational issues for all future learners, the Government is especially concerned with the motivation of those who have been disinclined to stay in education beyond the compulsory phase (age16+).

Improving choice and flexibility

The National Curriculum for students in key stage 4 of compulsory education (aged 14 to 16) has been in place since 1988. It aims to ensure breadth and balance in the curriculum offered during this phase, but has been regarded as a barrier to motivation for some learners in comprising a considerable number of compulsory subjects, restricting curriculum time for more flexible ways of learning. These issues began to be addressed in 1998 with the introduction of procedures (known as ‘disapplication procedures’) enabling some key stage 4 students not to follow the full National Curriculum in modern foreign languages, design and technology and science, if they followed a programme of extended work-related learning. An increasing number of schools began to offer more students experience of working environments or working practices.

Subsequent modifications to the disapplication rules culminated, in September 2004, in the end to the compulsory status of the programmes of study in modern foreign languages and design and technology. However, students still have an entitlement to study both. Work-related learning was introduced as a compulsory area of learning at the same time and, in 2006 the programme of study for science for this phase will be updated to be more motivating to students.

There has been an ambitious government programme aimed at transforming education for learners aged 14-19, by offering them greater flexibility and choice. This included the Curriculum 2000 reform of post-16 qualifications, and the Government proposals set out in the 2001 White Paper, *Schools Achieving Success*. This document focused on the need to create space and flexibility in the 14-16 curriculum and announced the introduction of GCSEs in vocational subjects. (GCSEs are usually taken on completion of compulsory secondary education.)

To provide the enhanced guidance and support needed to enable more students to succeed, the Connexions Service was rolled out across England by 2002/03.

The Connexions Service has a dual remit:

- to provide integrated advice, guidance and access to personal development opportunities for all 13- to 19-year-olds and to help them make a smooth transition to adulthood and working life

- to work closely with those students identified by schools and colleges as being disaffected, at risk of disengaging from learning, and/or the most vulnerable.

This was followed in 2002 by a Green Paper on 14-19 learning, *Extending Opportunities, Raising Standards*. This developed the idea that lack of flexibility in the system presented a barrier to some young learners and contributed to low staying-on rates in post-16 education. It described the need for strengthening vocational education. The Green Paper also signalled that the resultant wider range of options would mean a greater burden of choice for young people, who would need to be motivated and well equipped to effectively manage decision-making at the beginning of the 14-19 phase.

Government-funded programmes such as the Increased Flexibility Programme for 14- to 16-year-olds in 2002, Entry to Employment (E2E) for school-leavers in 2003 and Young Apprenticeships in 2004 aimed to provide opportunities for vocational learning at a range of levels. These programmes are regarded as motivating because they enable young people to identify and follow their interests and aptitudes, often at an earlier stage than was previously possible. Means-tested Educational Maintenance Allowances were phased in to remove a financial disincentive to continue learning post-16.

Following consultation, in January 2003 the Government published the policy paper, *14-19 Opportunity and Excellence*. This sought to tackle the number of learners leaving full-time education at 16. It proposed the creation of a more coherent 14-19 phase with greater flexibility and choice in student programmes, and an increase in vocational learning to address the issue of pupil engagement; and create parity of esteem between academic and vocational education. A range of pilots or pathfinder projects were established, funded to explore how best to achieve the Government's aims for 14-19 in a range of local settings.

At the same time, in order to give direction to its policies for transforming 14-19 education, the Government set up a working group chaired by a former chief inspector of schools, Mike Tomlinson. In October 2004 the Working Group on 14-19 Reform reported. It advised that 14- to 16-year-olds should continue to follow the revised national curriculum, newly-implemented in September 2004.

A key recommendation of the Working Group was that, at 14-19, a framework of diplomas for all learners should be established. This framework would:

- motivate learners to stay on beyond 16
- ensure that programmes included support for students in planning and reviewing their learning, as well as guidance in making choices about further learning and careers
- represent coherent but flexible learning programmes, containing the knowledge and skills needed for adult life
- be awarded at levels of achievement which were not linked to the learner's age
- be accessible to learners across the full range of academic and vocational disciplines, with the possibility of combining both in one diploma

- incorporate requirements for vocational diplomas that would give vocational learning higher status and make vocational programmes more attractive to young people
- involve employers in formulation and delivery of the diplomas.

In February 2005 the Government published a policy White Paper, *14-19 Education and Skills*, which drew on the Working Group recommendations and set out some new emphases.

The White Paper sought to address re-motivation of disengaged learners in the following ways:

- extra support to master the basics of literacy and numeracy
- more choice over where they could learn
- a new programme for disaffected 14- to 16-year-olds based on the Entry to Employment scheme
(<http://www.lsc.gov.uk/National/Partners/PolicyandDevelopment/EntrytoEmployment/default.htm>)
- a new diploma that would provide progression.

To improve the quality and status of vocational education, the White Paper also proposed the introduction of vocational diplomas in around 14 broad areas. Employers and representatives of the higher education sector would be involved in their formulation, and the diplomas would aim to rationalise the current range of vocational qualifications. All learners should be supported to succeed through mastery of functional English and mathematics, which would be required in each diploma.

Initiatives identified to improve the motivation and achievement of the most able include allowing such students to progress at an appropriate pace, to take qualifications earlier and to take some higher education modules whilst attending school or college.

The White Paper also announced a review of key stage 3 (11- to 14-year-olds), which could include releasing curriculum time for the consolidation of English and/or mathematics, or for providing more challenging opportunities for the most able. Both of these are seen as motivational to learners.

Across the age range – three to 19

Learner choice and flexibility – individualised learning

In recent years, one increasingly important aspect of the raising standards strategy has been the concept of individualised learning. A big step in this direction came in April 2002 with the launch of Curriculum Online³: the product of a partnership between the Government, leading public/private broadcasters and software producers to provide materials for every curriculum subject. This was billed as a ‘digital curriculum’ that would transform learning. The belief was that this was a way to enable pupils to work at their own pace on computers, using lesson plans downloaded from the Internet.

³ <http://www.curriculumonline.gov.uk/Default.htm>

By 2004, government ministers had evolved this into a slightly different concept, that of personalised learning. This was defined as building the organisation of schooling around the needs, interests and aptitudes of individual pupils; as shaping teaching around the way different youngsters learn; and motivating all pupils by taking the care to nurture their unique individual talent.⁴

Provision for gifted and talented pupils

Government programmes have also sought to motivate the most able pupils in school. The Excellence in Cities programme (<http://www.standards.dfes.gov.uk/sie/eic/>) has a strand devoted to provision for gifted and talented students. In 2003, this reached over 150,000 children in 2,000 publicly funded primary and 1,000 secondary schools. The programme aims to ensure that schools are identifying the most able five to 10 per cent of pupils by ability, and providing such students with a tailored teaching and learning programme and complementary out of school study support.

The DfES has also set up the National Academy for Gifted and Talented Youth at Warwick University (<http://www.warwick.ac.uk/gifted/>), which delivers summer schools, e-learning provision and learning networks to the 28,000 members of its student Academy. The professional arm of the National Academy brings together teachers, headteachers and support staff to collaborate on best practice in the teaching and learning of gifted and talented students, and to use these strategies to improve provision for all students. In addition, the DfES has developed quality standards for classroom teachers in provision for gifted and talented students.

Guidance introduced by the Qualifications and Curriculum Authority (QCA) in 2001 for teaching gifted and talented learners (available at www.nc.uk.net/gt/ and offering advice and case studies to help schools and colleges to provide an inclusive curriculum for these learners) similarly aims to influence learner motivation for this specific group of students.

Creativity and creative partnerships

Since early 2002, the DfES and the Department for Culture, Media and Sport (DCMS) have funded the Arts Council England's Creative Partnerships. These enable schools to develop partnerships with organisations and individuals, such as theatres, cinemas, artists, designers and many others, with the aim of impacting on learner motivation by bringing the arts and science curriculum to life: www.creative-partnerships.com/.

In addition QCA-produced, web-based materials, which describe how promoting pupils' creativity can improve their self-esteem, motivation and achievement; develop skills for adult life; and develop the talent of the individual are available online at <http://www.ncaction.org.uk/creativity/>

⁴ <http://www.standards.dfes.gov.uk/personalisedlearning/>

Playing for Success

This high profile study support initiative operates out-of-school hours through links established with football and rugby clubs. Study support is delivered at top football clubs and other sports grounds. The project focuses on raising attainment in literacy, numeracy and information and communication technology (ICT) skills amongst pupils in key stage 2 and 3 (aged seven to 14 years) who are underachieving or are in danger of doing so. The playing for success website is available at <http://www.dfes.gov.uk/playingforsuccess/>

E-learning initiatives

The Government is keen to improve e-learning initiatives in the belief that e-learning can contribute to existing objectives for education such as raising standards and improving attainment; increasing retention and improving outcomes; broadening choice; providing support for children at risk; increasing access to learning for disadvantaged communities; and removing barriers to achievement. The Government believes e-learning to be important for education because it can improve the quality of the learning experience, improve the motivation of pupils and extend the reach of every teacher and lecturer through:

- individualised learning
- personalised learning support, with seamless transition from one stage of learning to another
- collaborative learning
- tools for teachers and learners to innovate
- virtual learning worlds
- flexible study/learning on demand
- online communities of practice
- economies and qualities of scale.⁵

Finland

The Finnish Government's development plan, *Education and Research 2003-2008*,⁶ includes discussion related to learner motivation. This document, based on the education and science policy objectives set out in the Prime Minister's government programme, is considered to be the most central policy paper in the field of education.

Key policy actions identified in the publication include:

- equal opportunity in education: everyone should have an equal right to education and training according to their abilities, any special needs they may have, and to their personal development, irrespective of their economic means, gender, age, or language
- the provision of post-compulsory education or training for the whole age group, with a target that, by 2008, at least 96 per cent of comprehensive school-leavers will be moving on to upper secondary school, vocational education and training or voluntary additional basic education

⁵ <http://www.dfes.gov.uk/elearningstrategy>

⁶ <http://www.minedu.fi/julkaisut/koulutus/2004/opm08/opm08.pdf>

- measures to encourage the completion of studies and qualifications: including guidance counselling, flexible study modes, student financial aid and modifications to the funding of education and training to provide more incentives for students to enhance their performance. Targets will be set for participation in upper secondary education and training and for graduation rates. These will be monitored annually.

In autumn 1998, the National Board of Education (NBE) launched “The Healthy Self Esteem Project” to increase and encourage pupil self-esteem. The project was scheduled to take place between 1998 and 2001.

The overarching goals of the project were to strengthen the wellbeing of the school community, to take into account the potential of the individual, and to help prevent exclusion. The goals were also formulated to help prevent bullying in school.

The specific aims were:

- to introduce measures to teach skills needed for everyday life, social interaction and learning
- in collaboration with various interest groups, to support teachers and parents in their respective roles
- to develop student welfare and establish cooperation between various authorities and organisations to help prevent student discontent
- to develop models of action to encourage good behaviour and help students and staff to have a positive self-image
- to develop models of action to prevent disruption and bullying and to assist in early recognition of problems
- to develop the school culture to support teaching and foster learning.

Further information (in English) is available via the following link:

<http://www.edu.fi/oppimateriaalit/vastuunportaat/>

Another national project to improve guidance counselling in schools began in 2003 and is, again, coordinated by the Finnish National Board of Education. Its objectives are:

- to reduce the number of young people not participating in education
- to reduce the number of dropouts and youth unemployment
- to develop guidance and counselling for those outside schools.

As this is such a new project, no results have been reported yet.

France

Whilst the issue of motivation is often at the heart of teachers', parents', educational decision makers' and students' concerns and discussions, it is rarely tackled directly by the education system. In France, the issue is more often dealt with by tackling absenteeism, the problem of pupils dropping out of school and general boredom with school, and by trying to identify the conditions which offer a positive approach to education for everyone.

However, various reforms introduced over recent years have aimed to support and/or stimulate pupil motivation through the diversification of educational pathways, courses and options; the introduction of support for pupils experiencing difficulties; and the introduction of teaching activities the themes for which are partly chosen by pupils themselves.

Measures introduced at institutional level

Several significant reforms initiated by the Education Ministry aim to prevent the demotivation of pupils in two different ways:

- diversification of teaching so that pupils find meaning in what they are learning
- individual support for pupils experiencing difficulties.

At primary school level (children aged six to 11 years), reform of the learning cycles aimed to reduce the number of pupils having to repeat a year by making the organisation of learning more flexible (particularly in the subject area of reading). 'Programmes personnalisés d'aide et de progrès (PPAP)' (personalised support and progression programmes), introduced in 1998, aim to provide those pupils identified, in Year 3 of primary school - aged eight to nine years, as needing additional help, with individual hours of support.

In the 'collège' (the lower secondary school for pupils aged 11 to 15), various measures have been introduced to encourage motivation or to prevent pupils from becoming discouraged. These include:

- for 12- to 14-year-olds (in the second and third years of the college), so-called 'pathways of discovery', which aim to allow pupils to work on cross-curricular themes they find interesting (two hours per week)
- for 14- to 15-year-olds (in the final year of college), measures currently under development aim to help pupils to prepare for future courses of study, based on their preferences and abilities. One example is a programme currently being piloted, which allows pupils to alternate between time spent at school and work
- for 11- to 12-year-olds (in the first year of the collège), help and support provided on an individual basis has been introduced.

In the general upper secondary school (for 15- to 18-year-olds), multidisciplinary project work is used as a tool to motivate 16- to 17-year-olds pupils in particular. So-called 'travaux personnels encadrés (TPE)' (supervised individual projects) involve the preparation of an individual research project based on two or three subjects.

In the vocational upper secondary school, motivation is encouraged by an initiative entitled ‘Projet pluridisciplinaire à caractère professionnel (PPCP)’ (multidisciplinary project of a vocational nature). This aims to help pupils to discover and use their abilities and competencies within the framework of a professional project which has a social or economic purpose.

In addition, at different levels of compulsory education (six to 16-year-olds), various other measures aim to encourage pupil motivation by taking account of students’ individual preferences and abilities. These include:

- ‘classes à projet artistique et culture’ (artistic and cultural project classes), which aim to encourage young people to be more open to culture and the arts, and to involve schools in working in partnership with the regional administration for cultural affairs (DRAC). Further information (in French) is available at: <http://www.eduscol.education.fr/D0061/PAC.htm>
- ‘les sections européennes’ (‘European sections’ in compulsory secondary schools) which offer students in secondary education extra European language tuition to a very high standard of competence, along with teaching on the culture of the country (or countries) in which the language is spoken
- ‘les sections sport études’ (sports study sections in compulsory secondary schools). Similar to ‘sections européennes’ (see above), sports study classes/sections place a particular emphasis on sport whilst also providing an all-round general education.

Motivational initiatives introduced by individual teaching staff

Some innovative teachers are also establishing several different approaches to improve learner motivation including:

- more stimulating methods of teaching/leading classes to give pupils a taste for learning, to stimulate pleasure in learning and consequently to tackle boredom
- the introduction of new educational approaches such as projects, investigative work, allowing time for pupils to report back on what they have learnt, class debates etc
- providing pupils with more pastoral care, providing places where teachers can listen to pupils, and introducing measures to identify pupils experiencing problems with school or social difficulties so that the help they require can be provided
- on an experimental basis, the creation of structures to offer disengaged pupils individual teaching which is agreed between the teaching staff and themselves
- the development of partnerships with organisations responsible for health and social welfare, to provide personal support to pupils experiencing difficulties
- the development of partnerships with cultural, professional or sporting organisations to set up original educational projects, which involve the world outside school.
- the involvement of parents to support pupil motivation.

These innovative practices are monitored at ‘académie’ level (the regional educational administration) and their effects are analysed. A working group is also currently preparing an evaluation of these innovative educational projects.

More detailed descriptions of current innovative approaches to encourage student motivation are available on the Education Ministry's website for teachers under the heading 'innovation'. The dossier entitled *Motiver pour Accrocher* (literally 'motivate to attract') is particularly pertinent – <http://eduscol.education.fr/D0171/default.htm>

Germany

In Germany, initiatives to improve learner motivation have become increasingly important since 2001, following the results registered by German pupils in international comparative studies such as the Third International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA).

In December 2001, following publication of the PISA results, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder⁷ in the Federal Republic of Germany highlighted the following priorities for education:

- support for underprivileged children such as the children of migrant workers
- development of nationwide standards to contribute towards school improvement and the quality of teaching, and the regular evaluation of the standards and of results
- improved training for teachers, particularly in the area of identifying student needs and weaknesses
- extension of full-day schooling with the aim of extended learning and support, especially for children with learning difficulties or specific talents.

There is no real evaluation data available as yet, but:

- some Länder have introduced pre-school tests in knowledge of the German language with a view to introducing courses to support children identified by such tests as having difficulties in this area. The aim is to avoid such children feeling left behind and frustrated when they start compulsory school. The first phase of testing identified that around 40 per cent of children currently required such support courses
- the first nationwide standards for Year 10 qualifications (age 16) were published on 4 December 2003. Standards to be reached by the end of Year 4 (age 10, the end of primary education in most Länder) in German and mathematics were also published in October 2004
- the Federal Ministry of Education and Science is providing funding (until 2007, and amounting to around four billion Euros) for the development of full-day schooling. Under the scheme, individual Länder claim successive tranches of funding to complete their full-day schooling programmes. The provision of this funding is a direct reaction to the results of German pupils in PISA; the introduction of full-day schooling is intended to contribute to the improvement of standards and quality in schools and consequently to enhance learner motivation.

⁷ The sixteen administrative states into which Germany is divided.

Greece

In Greece, the main motivation for pupils and parents is identified, by the questionnaire respondent, as future admission to higher education.

Over the last ten years or so, the Ministry of Education, along with the Pedagogical Institution, has implemented several measures to enhance learner motivation. These include:

- the introduction of the 'Flexible Zone' in compulsory education. The aim is to develop the inner motivation of students by allowing them to study subjects that interest them, and participate in activities in which they have strengths, such as construction, acting, communications and schoolwork teams. The Flexible Zone programme was originally implemented as a pilot project in 190 primary schools and 52 junior high schools. On evaluation, the programme appeared to have had a significant impact on pupils and teachers, particularly at primary school and district level. In the 2003-04 school year, the 'Flexible Zone' pilot programme was extended to 2805 primary schools and 181 junior high schools and, in the 2004-05 school year, it became an optional programme for all primary and junior high schools
- the introduction of the cross-thematic curriculum in the new programmes of study in compulsory education. This cross-thematic approach to knowledge, which favours group teaching and cooperative learning, will constitute 10 per cent of the new curriculum and is an entirely new method of cooperation for Greek students. New textbooks, reflecting these new cross-thematic principles, are expected to be introduced in schools during the 2006-07 school year, and will be evaluated in the first year of implementation of the new programme of study
- the introduction of new school activities additional to the standard curriculum. Programmes relating to health education, consumer education, and cultural and environmental education, for example, are being introduced at all levels of education. School newspapers are another innovation. There are school communities at all levels, while in upper secondary education 'teenage parliaments' are being introduced. These new programmes and activities can lead to certification and awards or some other form of recognition and, in some cases, can be considered favourably when individuals are seeking admission to university, for example
- legislation to improve education for students with special educational needs and for gifted and talented pupils. Legislation aims to integrate students with special needs into Greek society as far as is reasonably possible. It is believed that this encourages children not only to be motivated to improve their school performance, but also to improve their social skills and integration into society. A 2003 amendment to the legislation further states that 'talented students may have special educational treatment'. This aimed to create the framework for a more individual teaching and learning programme for gifted and talented students.

Hungary

Issues relating to learner motivation have gained an increasing amount of attention in Hungary since the late 1990s as a reaction to international trends. Learner motivation can be regarded as one of the most intensively studied fields in pedagogy today. It is widely accepted that the basis of effective education is the development of skills and abilities. Consequently, studies of the relationship between skills, abilities and motivation represent a clear trend in research. Such research in the field of learner motivation focuses on the following main issues:

- students' self-regulated learning
- the use of learning strategies
- sources of motivation
- subject-related attitudes
- the context or the social environment
- role of competition and
- teachers' knowledge of learner motivation and motivational strategies.

An increasing amount of attention in research is being given to the motivating effects of the learning environment. Developments in the fields of information technology and digitisation are leading to new approaches in education and the development of new teaching materials. It is assumed that developments and a renewed learning environment have significant impact on shaping motivation. Education policy provisions in Hungary target mostly the improvement of the learning environment and the development of the learning infrastructure.

Hungary's education system is highly decentralised. Schools are responsible for the quality of education they provide within the given national framework.

The principles mentioned above only influence education policymaking indirectly. There is no specific national strategy or official document targeting learner motivation specifically, yet in several strategy papers measures to enhance the motivation of learners in the relevant area are included.

The programmes described in the following brief overview all aim to improve learner motivation. Some of these activities are experimental in nature and can be linked to individual researchers or research communities, while others are carried out with the support of the Ministry of Education.

To date, no evaluation data is available on the impact of such initiatives.

Researchers in the Pedagogical Department of Szeged University are working on a development programme focusing simultaneously on skills, abilities and motivation. The researchers have developed the "DIFER Programme Package (Diagnostic Development Assessment and Criterion Oriented Development System for Four- to Eight-Year-Olds)": <http://primus.arts.u-szeged.hu/difer>. DIFER aims to help children acquire elementary skills, to mitigate the disadvantages experienced by children who lag behind in development, and to create conditions for successful entry to school and school-based learning. DIFER aims to develop skills, abilities and motivation simultaneously. The results of the developmental experiments have provided clear

evidence on the effectiveness of this programme package. DIFER is now widely used in nursery schools and schools.

Using the above concept, a working group is currently developing an additional programme package which aims to improve the basic skills and motivation towards the acquisition of such skills for 10- to 12-year-olds. This research programme began in September 2004. Initial findings are expected to be produced in late 2005 or during 2006.

In recent years, increasing numbers of institutions have begun to encourage learning/teaching methods which build upon the interaction of learners (the most popular of these are cooperative learning strategies and project work). In-service training programmes and conferences are organised to assist in the promotion and dissemination of such motivation-enhancing teaching methods.

Creating equal learning opportunities for disadvantaged groups, in particular the Roma, is a key policy objective. Improving the learning motivation of these groups is crucial to success in this policy initiative. Consequently, the fundamental goal is to improve and maintain the motivation to learn of these groups in society. The Ministry of Education regards the improvement of conditions for the Roma people and all disadvantaged young people as a top priority, and has appointed a ministerial commissioner to promote the integration of such children.

Priority 2 of the “Human Resource Development Operative Programme” under the “National Development Plan” (NDP) for 2004-2006 is to ‘improve the opportunities for disadvantaged groups in the labour market and employment through participation in training’. The measures supported under this priority are mainly those that aim to create opportunities for the most disadvantaged, such as the Roma population, the long-term unemployed and disabled people to integrate successfully into the labour market. The objectives under this priority include inter alia increasing school attainment and the level of skills of the disadvantaged and Roma population. To this end, the NDP provides assistance through the provision of equipment and programme development to public education institutions, to ensure that students can receive education tailored to their abilities and interests, within or near their place of residence.

Developments in the field of information technology (IT) open up new perspectives in the improvement of learner motivation. Access to a digital world and the Internet creates a constantly changing learning environment. The Ministry of Education has launched a major IT development programme and broadband access to the Internet has been provided to nearly all public education institutions.

Learner motivation is greatly influenced by the quality of learning resources, such as books, equipment and material available on the Internet. That is, the organisation of, and preparation for learning, if it is detailed and carefully planned enough, can have a positive impact on improving learner motivation in itself (and resources are part of this preparation). In the last decade, textbooks have undergone significant change. The educational administration supported this work by calls for applications for teaching resource development and textbook writing.

In addition, the SuliNet Digital Knowledge Base (a key element of teaching resource development) has been completed, and this is now available to schools via the Internet. A brief summary in English is available at:

<http://www.om.hu/main.php?folderID=854&articleID=4697&ctag=articlelist&iid=1>).

At the same time, with the development of information technology and the information society, there is a risk that some groups in society without access to the relevant equipment may become marginalised. Having recognised this, development programmes have been launched to improve learner motivation by making use of the potential of information technology with a view to preventing the exclusion of certain groups in society. The Ministry of Information Technology and Telecommunications and the Ministry of Education launched a joint pilot programme entitled “The Digital Secondary School” in 2003. This aimed to increase the level of school attainment in disadvantaged (mainly Roma) groups of the population, and to create appropriate conditions for success in the secondary school final examination in their own community.

Promoting foreign language learning is also a high priority in Hungarian education policy. In 2003, the national “World Languages (Világ-Nyelv) Programme” introduced provisions such as reimbursing the fees of language examinations for students who succeed in examinations. The aim is to encourage more students to improve their language competence and to take language examinations in a variety of different languages. Further information (in Hungarian only) is available at: <http://www.om.hu/main.php?folderID=412>).

Italy

In Italy there are no specific initiatives designed to improve learner motivation. Learner motivation is an overarching aim of general programmes of study and initial teacher training programmes, but this is not officially established and organised.

Latvia

The *Concepts of Fostering Action in Basic and Secondary Education Institutions* (1999), approved by the Ministry of Education and Science, states that students should develop positive attitudes towards themselves and others, as well as towards society, nature and work. Special guidelines prescribe that students should be motivated to perform to the best of their ability, as well as to be a good citizen. The intended audience of the *Concepts* are heads of educational institutions, teachers and all persons interested in, and responsible for, children. The *Concepts* are based on the results of research data reflecting the decline of student motivation with regard to learning and schooling (*The Sociological Portrait of Youth in Latvia*, 1999, The Institute of Philosophy and Sociology of the University of Latvia).

The *Concepts of Education Development 2002-2005* (2002), approved by the Ministry of Education and Science, state that a comprehensive record should be kept of all children of pre-school age and their participation in pre-school education. The *Concepts* further state that, during the period 2002-2005, everyone aged up to 18 should have the opportunity to learn basic skills.

Special interest education is encouraged and financed by public sector bodies in Latvia. This special interest education is usually more attractive to students who are already well-motivated and successful. To provide support for pupils at risk, municipalities have developed alternative educational opportunities. These alternative solutions are developed within the framework of adult education and training, or special interest education. Municipalities are responsible for such programmes.

According to the *Recommendations on the Basic Principles for the Development of Special Interest Education Programmes* (2000), issued by the Ministry of Education and Science, the main task of special interest education is to stimulate interest in the culture and history of the state, as well as to ensure the development of gifted and talented students. Among the current special interest programmes, there are programmes in:

- cultural education
- sport education
- technical creativity and
- environmental education.

The Ministry has also issued guidelines on the external evaluation of special interest education, as well as recommendations on programmes and the financial aspects.

Within the framework of special interest education, students following science disciplines in comprehensive schools are also encouraged to carry out independent research in a selected scientific area (humanities, social sciences, natural sciences). This aims to motivate pupils to aspire to higher education studies and to promote career guidance. These scientific research activities are organised at school, municipality and state levels. The Ministry, together with the State Centre of Youth Initiatives and the University of Latvia, also organises an annual scientific conference for students.

In addition, student knowledge ‘Olympiads’ have a long history in schools in Latvia. The Olympiad in mathematics and physics celebrated its 55th anniversary in the 2004-2005 school year for example. Olympiads are student competitions in specific subjects; there are approximately 20 Olympiads annually and these take place at school, regional and state level. State level Olympiad winners also participate in wider Baltic state and international contests, and pupils taking part in an Olympiad during lower secondary school have an advantage regarding admission to upper secondary school. Student knowledge Olympiads in Latvia are organised under the auspices of the Curriculum Development and Examinations Centre, in close cooperation with higher education establishments and teachers’ professional associations. The Curriculum Development and Examinations Centre issues regulations on the Olympiads annually, defining organisation, content, evaluation and financial matters, among others. Such competitions are thought to encourage student motivation.

Liechtenstein

The view in Liechtenstein is that learner motivation is intrinsically linked to holistic pupil evaluation. In primary level education, for example, parents are informed verbally about the progress and performance of their children instead of through performance data, and assessment itself focuses on positive achievements and the discussion of errors. The view is that discussion with a child regarding their mistakes is more important than marking a child's work without explanation, which discourages him/her and has the effect that he/she does not learn how to improve. Learning is viewed as a process of information gathering and processing, which works better if the approach is through holistic and frequent evaluation and assessment, focused on encouraging and thereby motivating the individual. Further information (in German) is available via <http://www.schulen.li/lehrplan/> and http://www.llv.li/pdf-llv-sa-broschuere_ganzheitlich_beurteilen.pdf.

Lithuania

Learner motivation is an important policy area in Lithuania. The principle of motivating pupils is strongly emphasised in the *General Curriculum Framework and Standards of Attainment* for general school education.

Learner motivation is also emphasised in the *National Education Strategy 2003-2012* which has been approved by the Lithuanian Parliament.

An important initiative to enhance learner motivation began in 2000. This aims to increase curricular flexibility by offering pupils in Years 11 and 12 of general secondary education (ages 17-19) the opportunity to select one specific curricular area (from the humanities, social sciences, mathematics and natural sciences, or technological subjects) in which to specialise in their studies.

Another initiative targeting learner motivation (among other issues) is the School Improvement Project which began in 2002. Further information is available via the following link: <http://www.mtp.smm.lt/english.htm>

A further initiative is the “Junior Achiever of Lithuania”. The mission of this project is to inspire and educate young Lithuanians to value free enterprise, understand business and economics and develop entrepreneurial and leadership skills. Further information is available via the following link: <http://www.lja.lt/naujas/en/about/about.htm>

In addition, the “Head Start” (Gera pradžia) project (a branch of an international project named “Step by Step”), targets learner motivation (among other areas). The overarching aim is to improve the system of pre-school and primary education by promoting the values of an open civil society. The project is based specifically on the following principles:

- parental participation in a child's education
- activities promoting the child's overall development
- child-centred education based on an individual approach

- activity centres in classes (focusing on, for example, literacy, writing, natural sciences, art, mathematics)
- continual in-service teacher training and assistance.

A national programme for teaching gifted and talented learners is also currently being devised.

Netherlands

Learner motivation is the responsibility of schools and not the Ministry of Education, Culture and Science. Schools are responsible for making lessons fun and stimulating for pupils.

Initiatives to enhance learner motivation introduced in some schools include the following:

- increasing involvement and commitment from children and parents by means of ‘school career contracts’. When a student starts secondary education, an agreement is signed between the student, his/her parents and the school. This contract specifies, among other things, the level of diploma which the student is to work towards, based on their ability. A student’s progress is monitored throughout their school career in order to identify the need for extra guidance or whether the agreement should be adjusted. These actions help to motivate students
- using work placements to motivate students to finish their school career
- motivating and challenging students through varied teaching and learning methods. These can include the active participation of students in the classroom by, for example, working together on assignments which imitate a work situation.

New Zealand

The mission of the New Zealand Ministry of Education is to ‘raise achievement and reduce disparity’, which aligns with the Government’s goals of reducing ‘systematic underachievement in education’ and building ‘an education system that equips New Zealanders with 21st century skills’.

Educational achievement is not just about exam results or getting a job. It encompasses gaining the skills and attributes needed for individual, social and economic wellbeing. Among priority areas for raising student achievement is ‘stronger self-management skills’, including the ability to set goals, be resourceful, make the most of opportunities and have the resilience to get through difficult times.

The Ministry of Education is focused on three key areas which research shows makes the greatest difference to student achievement and disparity:

- effective teaching for **all** students
- family and community involvement in education
- quality providers.

Research is clear that the effectiveness of teaching makes the biggest difference to student learning and achievement. It is about how teachers engage with learners to make teaching relevant, challenging and motivating.

Effective teaching needs teachers to be able to build effective and purposeful relationships with learners, professional peers, families and the wider community.

The Ministry of Education commissioned research designed to develop a better understanding of the key elements of effective teaching, and this has also led to insights about learner motivation.

‘Te Kotahitanga’, commissioned by the Ministry of Education and undertaken by the University of Waikato, was a study examining the experiences of Maori students in the classroom. Student, teacher, principal and parent narratives found that the most important influence on Maori student education outcomes was the quality of relationships and interaction between the teachers and Maori students. The study developed an ‘Effective Teaching Profile’ as well as a professional development intervention. The professional development model was designed to improve the teacher-student relationship and interaction patterns.

Neither the Effective Teaching Profile nor the professional development model has been evaluated. However, findings from the study indicated increases in teacher-student interaction, student academic engagement, student work completion, student short-term achievement and a reduction in student absenteeism.

New Zealand has, from 2002, introduced a new qualification for those in their final three years of schooling: the National Certificate of Educational Achievement (NCEA), a standards-based form of assessment. Amongst outcomes the new system was intended to achieve were:

- providing targets for students to aim for and describing what has been achieved
- improving motivation by giving early feedback, as students can gain credits throughout the year
- enabling study at higher or lower levels without needing to enrol in a full-year course
- providing assessment and credit for a wide range of achievements
- increasing flexibility so that credit can be gained in courses aligned to students’ abilities and aspirations.

Since the introduction of the NCEA, retention rates and highest qualification attainment has increased; however, attributing this directly to the NCEA is difficult. Apparent retention rates show that the percentage of students staying on for a fourth year in secondary schools has increased from 57 per cent in 2002 to 58 per cent in 2003 and 61 per cent in 2004. The proportion of students leaving school with no qualifications has dropped by three percentage points (from 18 per cent of all leavers in 2002 to 15 per cent in 2003). This makes the proportion of school leavers with no qualifications the lowest it has been over the last ten years. The proportion of Maori and Pasifika school leavers with qualifications higher than NCEA level 1 grew

markedly, from 39 per cent and 54 per cent respectively in 2002, to 45 per cent and 59 per cent in 2003.

In addition, new excellence awards have been developed to reward performance at the top level for Level 3 NCEA and New Zealand Scholarship, available from 2004. Awards range from NZ\$1,500 per year to NZ\$15,000 per year, and will generally be paid for three years provided the recipient continues successful study at a New Zealand tertiary education institute. Initial estimates were that approximately 350 awards would be paid each year. Research in New Zealand seems to indicate that financial incentives that are meaningful in size can motivate students to spend more time and effort on their schoolwork. Financial incentives can help students overcome financial barriers, deter early school leaving, and increase the effort of students who are already participating. The new awards are considered to be of a value that will motivate students to achieve.

The Ministry of Education has developed an innovative, fit-for-purpose approach to synthesising research evidence about what works for learners to produce a series of 'best evidence synthesis iterations' (BESs). A BES is a systematic evaluation and synthesis of a wide range of evidence from New Zealand and overseas, about approaches that make a bigger positive difference to a range of desired outcomes for diverse learners. In order to be useful for educators as well as policy makers, a BES exemplifies synthesis findings through case studies of educational development that made a positive difference for learners. Although the focus of a BES is on what works, where there is strong evidence that common practices do not have positive impacts on learners such evidence is also included. Aspects of this work relate to learner motivation. Four BESs were published by the Ministry of Education in 2003 (further information is provided in Chapter 2.)

Northern Ireland

There was no country response from Northern Ireland. However, the NFER has identified that the motivation of learners is explicitly stated within the objectives of the new, revised Northern Ireland Primary Curriculum for Key Stages 1 and 2 (six- to 11-year-olds) and in the draft curriculum guidelines for the new primary Foundation Stage (four- to six-year-olds).

The Foundation Stage guidelines state that children during this phase should have opportunities to initiate play which capitalises on their intrinsic motivation and natural curiosity, and that teachers should help children to progress and achieve by nurturing their motivation, perseverance, curiosity and creativity. Within the overall objectives of the revised Northern Ireland Primary Curriculum for Key Stages 1 and 2, teachers are encouraged to develop children's motivation to learn and their individual creative potential.

The revised Northern Ireland Curriculum will be introduced gradually from August 2006.

Norway

There is no national strategy or curriculum for learner motivation in Norway. The curriculum advocates student-centred learning where students are responsible for their own learning. The Education Act states that students have the right to an education adapted to their needs and abilities.

The curriculum for compulsory schooling is based on thematic learning rather than subject learning. This aims to enhance student motivation for learning and provide students with a sense that subjects are interconnected.

Theme- and project-based work is not only central to the curriculum for compulsory phase education. In addition, the national curriculum for upper secondary school states that at least one project should be undertaken by students each year, involving several subjects. Methodological guidelines on project work have been developed.

Through the existence of various guidelines, students are encouraged to take an active role in deciding which are the best ways to reach curriculum targets. Taking an active role in deciding on working methods to achieve targets is considered to increase learner motivation.

The Ministry of Education and Research developed 'The Guide' in 1994. Its aim is to help students to learn by demonstrating how they can gradually assume responsibility for their own learning and play an active part in the classroom learning process.

In addition, increased physical activity is considered important for student motivation and increased learning ability. Consequently, many schools have introduced physical activity each day as part of the school's daily plan. The same applies with regard to nutrition in school.

A national project took place between 1999 and 2003 in upper secondary schools. The "Differentiation in the Education System" project (lead by Erling Lars Dahle of the University of Oslo) aimed to enhance the learning experience of all students so that they could derive increased satisfaction from their schooling in terms of being motivated and interested, and in the belief that this would serve them well in their adult lives. Amongst others, the resulting publication (see Chapter 2) demonstrated how education could be adapted to individual student need by providing each student with a work-plan suited to their abilities and aptitudes. The publication provides various models for teachers and students to follow and stresses the importance of varied learning methods for student motivation. The differentiation project is perhaps the largest overall developmental project in upper secondary education in Norway.

Poland

Issues relating to learner motivation are considered to be an important element of the state's education strategy. In recent years, the Polish education system has undergone major reform with a view to finding solutions to problems that were occurring in Polish schools and educational institutions. At the end of the 1980s the, then, education system was criticised by the most important parties involved, namely:

- by parents of pupils who felt that the amount of detailed information their children had to memorise was too much of a burden for them
- by the pupils themselves: schools and learning processes became a source of stress, and teachers' expectations seemed too demanding, even for the most gifted pupils
- by teachers who felt restricted by very strict and detailed curricula, textbooks and teaching aids.

This criticism led to a profound reform of curricula which aimed to improve the quality of education and student development, and to enable all students to participate actively in the educational process.

The following initiatives – which aim to improve students' motivation to study - have been introduced in schools in Poland:

- external tests and examinations, which aim to motivate students by encouraging the comparison of their results with those of their peers
- financial rewards for top results in school, which are awarded to students after the first year of study. The criteria are defined in a specific regulation. Approximately 35,000 students receive this monthly award, the amount of which is equal to twice the amount paid monthly in family benefit.
- the 'reward of the Polish Prime Minister', which is awarded to certain students in upper secondary education studying towards the upper secondary ('Matura') certificate. To achieve an award, a student has to obtain the highest average mark at the end of the school year, or has to show a particular talent in a minimum of one subject area whilst also achieving good marks in the remaining subjects. These awards are paid monthly to some 5,800 students
- the 'reward of the Minister of National Education and Sport', which is awarded to particularly talented pupils in secondary schools, such as the winners of national and international subject competitions, research competitions or to students achieving top marks in individual study programmes. These monthly awards are paid to approximately 300 students
- the 'reward of the Ministry of Culture and Art', which is awarded for particular achievements in the field of art. It may be awarded, for example, to a student in art school who has received top marks in artistic/vocational subjects, or to a student who wins a national or international art competition. These monthly awards are paid to approximately 70 students
- extra-curricular and out-of-school activities also aim to stimulate interest in cultural education. Activities can include visits to theatres or participation in theatrical performances, participation in instrumental music or visits to concerts, participation in choirs, visits to or participation in other musical events, and participation in art, folk, film and photography events. Recently a growing interest in these activities has been observed. However, the conditions for organising such activities vary in different regions and types of schools. The widest range of activities is available in primary and lower secondary schools. Cultural education also takes place outside schools in cultural/sport centres, or during temporary events. Such activities assist students' overall development, as they gain new interests and learn how to organise their free time

- a system of education for particularly gifted students has also been developed. This is implemented through individual teaching programmes for students, as well as through cooperation with higher education institutions
- students participate in subject competitions which lead to the winners' right to enrol in an upper secondary school of their choice.

Activities such as those detailed above are initiated either by the Minister of National Education and Sport, regional educational superintendents, heads of schools and educational institutions, teacher training centres, higher education institutions and/ or research units.

A new system which aims to motivate students in every school has recently been established by the (2004) "Framework of the School Internal Assessment System". This encourages every school to aim towards the development of every student's individual, personal learning needs by motivating the individual appropriately. Individual schools are introducing different methods; the most important seem to be:

- organising lessons and teaching methods which encourage students to become actively involved in learning
- varying curricula to help to develop students' interests
- methodological and organisational innovations which can lead to an improvement in the quality of students' knowledge and skills
- offering types of activities in pre-schools and schools which help to develop students' creativity and active thirst for knowledge.

In addition, the Institute for Educational Research and the Institute of Public Affairs are responsible for research commissioned by the Ministry of National Education and Sport, and the specific departments in the Ministry prepare reports. Issues related to learner motivation can be found in the following research findings and reports:

- Monitoring change in education: education in lower secondary schools (2003)
- Research on the quality of the new upper secondary leaving examination (the 'Matura') and on teachers' preparedness for its introduction: recommendations for educational policy (2004)
- Analysis of the phenomena of aggression and bullying at school (2003)
- Research into reasons for removing students with behavioural problems from mainstream schools (2003).

See Chapter 2 for further information.

Internal and external evaluation of schools and all educational institutions is also regarded as very important in learner motivation. Such evaluation is important in improving all aspects of the learning process and the future development of the institution, including in the development of pupil motivation.

Scotland

In November 2004, the Scottish Executive published *Ambitious, Excellent Schools*⁸. This is the most comprehensive modernisation programme in Scottish schools for a generation. The sections on 'greater choice and opportunity for pupils' and 'better support for learning' are both highly relevant to the issue of learner motivation.

Education Maintenance Allowances have also been introduced in Scotland. These aim directly to enhance learner motivation by offering a financial incentive to students who stay on in school or college at the end of compulsory schooling.

Singapore

In Singapore, teachers, parents and students invest seriously in education and set high aspirations and goals. Students generally work hard and strive to perform well at school and it is generally accepted that students learn best when they enjoy their learning and are motivated to learn. Singapore has a 'Thinking Schools, Learning Nation' (TSLN) vision. Central to this vision is the spirit of learning which students need to 'absorb' to continue to learn after leaving school. (Further information is available at: <http://www.moe.gov.sg/corporate/pdf/MOE-brochure-7dft.pdf>.)

The Ministry of Education (MOE) has introduced key initiatives to maximise students' motivation to learn, and to allow their learning to carry on through life beyond examinations.

The first group of initiatives seeks to facilitate 'Teach Less, Learn More' (TLLM) through content reduction and placing greater emphasis on teaching and learning approaches that engage student learning. The MOE is looking at reviewing the school curriculum in the next few years and at trimming content so that teachers do not teach with the limited objective of covering the syllabus. Content reduction aims to allow teachers more time and space to reflect on their teaching and innovate; to go beyond a focus on tests and examinations; and to motivate and inspire their students. To this end, schools are also encouraged to make a conscious effort not to overload students with homework, revision lessons and tests. (For further information, see <http://www.moe.gov.sg/speeches/2004/sp20040929.htm>.)

In line with this call to teach less and learn more, different teaching approaches and strategies are being encouraged to cater to the development of students. The 'Strategies for Effective Engagement and Development' (SEED), developed by primary schools, seek to ensure effective learner- and age-appropriate teaching and assessment practices in the classroom, which aim to result in engaged learning and enhanced student outcomes. SEED also aims to influence the mindset of teachers, encouraging them to rethink and re-examine pedagogy and instructional programmes to ensure holistic and authentic learning.

To promote self-directed learning among students, schools are encouraged to employ teaching approaches such as 'Strategies for Active and Independent Learning' (SAIL). SAIL promotes a learning environment where students are clear about

⁸ <http://www.scotland.gov.uk/library5/education/aesaa-00.asp>

learning expectations and are given opportunities to demonstrate how well they have learnt through tasks. SAIL engages students in active and reflective learning as students also undertake self and peer evaluation. (For further information, see <http://www.moe.gov.sg/speeches/2004/sp20040325.htm>.)

Another group of initiatives seeks to give students greater flexibility and more choice in their studies, particularly at secondary and pre-university level where students are currently limited in their subject choices by the courses they take. At secondary level, one initiative involves greater flexibility in subject offerings in the secondary Normal (Academic) course whereby students are allowed to study an expanded range of 'O' level subjects beyond mathematics and Mother Tongue Languages (MTL). This flexibility is also extended to Normal (Technical) students who are permitted to study an additional one or two Normal (Academic) subjects in which they are particularly interested. Other initiatives in this category include the introduction of elective modules to enhance the learning experience of Normal (Technical) students, and to allow certain secondary schools to offer new 'O' level subjects to enable them to establish curriculum 'niches' to cater to the needs, interests and abilities of their students. These initiatives intend to allow students who are able the flexibility to advance their learning in particular subjects as well as to broaden the learning experiences of students.

Similarly, at 'A' level, the introduction of a revised curriculum in 2006 will broaden the range of disciplines that students study. Every student will be required to take at least one contrasting subject, that is at least one arts/humanities or mathematics/science subject outside their main area of specialisation. Students with a passion for certain subjects will also have the opportunity to study the subject at a higher level.

The majority of the above initiatives are scheduled for implementation in 2005 and 2006. As such, evaluation data on the impact of these initiatives is not yet available.

Spain

In the field of education there is general consensus regarding the importance of learner motivation. Motivation is considered fundamental both to facilitate autonomous learning and to prevent problems in school. For these reasons, current legislation emphasises three important aspects to aid motivation:

- it establishes a flexible education system, adapted to individual differences in aptitudes, needs and the maturity of students
- it considers the role of teachers as being essential to achieve efficiency and effectiveness in the education system. For this reason, a prime objective of educational policy is to highlight teacher training as a factor which promotes the quality of education. Regulations also include the tutorship of students as one of the duties of teachers. In this way, teachers are expected to direct student learning, transmit values and help students overcome difficulties. Teachers are also expected to seek the collaboration of parents and/or assistance from services and departments who specialise in providing guidance

- it considers the methodological principles which should guide the teaching/learning process. The legislation states, for example, that teaching methods should aim to promote the integration of the different experiences and achievements of pupils, and should be adapted to suit the individual, enabling him or her to develop his/her capacity to learn by him/herself. The legislation further specifies that teaching activities to stimulate and encourage pupil interest should be planned and that education authorities should ensure the continuous professional development of teachers to ensure that teaching methodologies keep pace with advances in teaching.

In 1990, when the Organic Act on the General Organisation of the Education System (LOGSE) was implemented, student motivation as an essential requirement for learning began to be the main focus of attention within teacher training programmes. One of the educational policy guidelines involved the introduction of the subject 'Psychology of Motivation and Emotion' as a main subject in the syllabuses of the Faculties of Psychology in Spanish universities. Similarly, subjects relating to developmental and learning psychology and motivation began to be included in courses for the teacher training qualification required by anyone seeking employment as a teacher in Spain.

During the 1990s, many research and innovation projects relating to student motivation were carried out. These involved both theoretical and empirical studies of internal and external factors affecting motivational processes. For example, research on academic motivation focused, among others, on:

- analysing the relationship between motivation and performance
- studies aiming to reveal the differential contribution of a set of personality variables on school performance
- the preparation of academic motivation scales
- analyses of extrinsic and intrinsic motivational factors.

Such research projects have contributed towards the development of programmes of continuous professional development for teachers. In all of the Autonomous Communities⁹, an annual in-service teacher training plan is drawn up, giving priority to educational issues that, according to the different authorities, are of special interest at a certain time. As previously mentioned, in the 1990s priority was given to questions related to the improvement of quality in teaching and learning processes, and specifically to aspects relating to learner motivation and motivation in school.

An important element of in-service teacher training activities is factors influencing motivation, both internal (attitudes, perceptions and expectations of the student about himself/herself, about the task in hand and the goals to achieve) and external (variables from the context where teaching takes place), and how factors determining motivation in the classroom arise through student-teacher interaction. Some issues discussed in in-service teacher training courses include:

⁹ The 17 regional, administrative divisions into which Spain is divided.

- the management of causal attribution processes as a way of reducing school failure
- factors guiding and controlling student behaviour in the academic field
- causal motivation and academic motivation
- instructional intervention strategies aimed at improving student motivation
- self-image, self-awareness and self-evaluation, causal attribution and learning goals.

There have, in addition, been numerous innovative projects carried out in educational establishments which have aimed to improve student motivation. In general, initiatives to improve motivation have been directed at dealing with self-image, self-awareness, self-evaluation and self-motivation, causal attribution and learning goals as a point of reference for every teacher who wishes to contribute to his/her students' motivation. These projects also emphasise the importance of focusing on the learning situation instead of trying to change student motivation by implementing special programmes developed outside the school context.

Following some pilot and research projects, some teaching methodologies have been proposed to assist teachers in helping students to achieve their learning goals. These include:

- selecting learning tasks representing real challenges due to their novelty, variety or diversity
- helping students with decision-making and in developing control skills
- focusing, in assessment, on individual progress and improvement, appreciating the individual's effort and transmitting the idea that mistakes are part of the teaching and learning process.

Most of the projects have identified that there are three key elements to improving motivation – the teacher, the student and the content of teaching – and that there are three important times for educational intervention - before, during and after the instructional process. Before the process, instruction should be planned; during the process, attention should be paid to the atmosphere in the classroom; and finally the development of the process should be evaluated.

Nowadays there are hardly any initiatives with student motivation as their main focus. Training priorities in education have changed during the last few years due to the new demands and needs of society. Presently, top training priorities are:

- ICT in education
- values and intercultural education
- attention to diversity and the transnational dimension of education through the increasing importance of European programmes.

However, teachers still need to continually update their teaching and pedagogical skills, and training aimed at preventing and intervening in learning and behaviour difficulties is still necessary. In this sense, the issue of learner motivation is still present in teacher training, although it does not constitute a priority.

Sweden

Learner motivation is an important issue in Sweden. However, it is not viewed as an isolated matter but appears in several contexts within the area of education.

The municipality is responsible for all school activity from pre-school to upper secondary education. Although national documents such as the Education Act, curricula and syllabuses do specify the types of activities that should take place in school, it is the municipality which is responsible for ensuring that these activities actually take place. As a result, learner motivation is very much a matter for the individual municipality and methods of motivating students vary from one municipality to another, from one school to another and from one class to another, as teaching methods differ from one teacher to another. Overall, every individual teacher is responsible for motivating his or her students to study.

Examples of methods to motivate students to continue to study following the completion of compulsory education (aged 16), include the fact that upper secondary school education is provided free of charge; that free school transport is available for students who do not live close to the school they wish to attend; and that students can choose between independent schools and schools run by the municipality.

In addition, in 2004, the Government presented a Bill (*Eleven Steps for Improving Upper Secondary Education*), the main aim of which is a general improvement in the quality of education at this level. It is believed that such improvements will de facto encourage students to become more motivated to study.

Subjects at this level are also adjusted in line with student preferences. Students in the vehicle engineering programme, for example, are taught mathematics by performing calculations connected with vehicles and their functions. This could have the effect of motivating students and also bridge the gap between education and the workplace.

Switzerland

In Switzerland a considerable number of reform projects exist in which learner motivation features as one of the targeted aims. In addition, learner motivation is regularly evaluated as one dimension (among others) in school reform projects. In a national research programme on the efficacy of the Swiss education system (*Nationales Forschungsprogramm 33: Die Wirksamkeit unserer Bildungssysteme 1993-1999*), learner motivation was investigated in the context of the effectiveness of learning processes.

There is no single project which aims to enhance learner motivation at a federal level. However, at the regional level, that is, in the individual cantons, enhancing learner motivation is often part of educational policy and research and evaluation projects. In a considerable number of cantons, policy makers and researchers focus on learner motivation at specific levels of the education system and in specific school subjects.

There are no initiatives aimed exclusively at enhancing learner motivation. However, learner motivation features as one aim in a number of school reform projects at federal as well as at cantonal level.

Upper secondary (Matura) schools (federal level)

In 1995, the Swiss Conference of Cantonal Ministers of Education initiated a reform of upper secondary schools providing courses of study for the 'Maturität' (upper secondary school leaving) qualification. The previous, restricted system offering a fixed type/number of upper secondary school ('Matura') programmes leading to a Maturität certificate was replaced by a more flexible system with fewer compulsory and more optional subjects. This allowed for more choice on the part of students. Enhancing learner motivation was one of the aims of this reform. The reform is being evaluated by researchers at the federal level as well as in several cantons (Geneva, Berne, Lucerne and Zurich). Further information, as well as some of the evaluation results, are provided via the following links:

<http://www.evamar.ch>

http://www.bbw.admin.ch/evamar/dt/index_d.html

http://www.bbw.admin.ch/evamar/pdf/Bulletin_EVAMAR_2002-1_dt.pdf

An evaluation of the effects of this reform in the canton of Berne can be found in the following publication: MAURER, A. (2004). *Evaluation der Maturitätsausbildung im Kanton Bern: Befragung von ehemaligen Mittelschülerinnen und Mittelschülern. Ergebnisse der ersten Befragung* (Evaluation of Upper Secondary Education in Berne: Survey of Current Lower Secondary Pupils. Results of the First Questionnaire). Bern: Erziehungsdirektion des Kantons Bern, Bildungsplanung und Evaluation.

Vocational schools (federal level)

Learner motivation is also one of the items evaluated in the recently reformed law on vocational schools. This law introduced a new type of basic vocational education for less intellectually gifted students, lasting for two years. A preliminary evaluation of this new type of vocational education was published in 2003 - FICZA, T. (2003). *Evaluation Pilotprojekte: zweijährige berufliche Grundbildung mit Attest: Zwischenevaluation* (Evaluation of the Pilot Projects for Two-year Basic Vocational Education with Certification: Interim Evaluation). Bern: SBBK.

The results of the final evaluation, completed in 2004, are available in FICZA, T. (2004). *Evaluation Pilotprojekte: zweijährige berufliche Grundbildung mit Attest: Schlussbericht* (Evaluation of the Pilot Projects for Two-year Basic Vocational Education with Certification: Final Report). Bern: SBBK.

In 1999 the Institute of Pedagogy at the University of Berne published a booklet for regional governments, inspectors of vocational schools, companies, teachers and counsellors. This booklet provides information relating to the problem of pupils dropping out of vocational schools. Lack of motivation was one of the factors considered – UNIVERSITÄT BERN. INSTITUT FÜR PÄDAGOGIK (1999). *Lehrabbruch: Problem oder Chance? Eine Broschüre für Behörden, Berufsinspektoren -innen, Lehrmeister -innen, Lehrer -innen und Berater -innen*. (Dropping out of Learning: Problem or Opportunity? A Booklet for Regional Administrations, Inspectors, Teachers and Counsellors). Bern : Institut für Pädagogik.

Teachers (federal level)

In 2001, the Swiss Conference of Cantonal Ministers of Education (EDK) set up a taskforce to draft an outline for the teaching profession in Switzerland. This outline, published in 2003, established learner motivation as an important element in the definition of teacher professionalism. To enhance learner motivation, the taskforce encouraged the fostering of a new learning culture with greater individual freedom for learners in general and, in particular, the division of classes into small interest groups. For further details see http://www.edk.ch/PDF_Downloads/Dossiers/StuB18A.pdf

Policy measures to improve reading competencies (federal level)

In 2003, in the wake of the PISA results, the Swiss Conference of Cantonal Ministers of Education (EDK) issued an action plan in the form of proposed policy measures. In the field of improving reading competence, the EDK established that the goal is to enhance student interest in reading. Cantons are consequently encouraged to organise diverse events aimed at enhancing interest in reading. The EDK, in collaboration with the teacher training institutions, plans to publish a booklet on improving language competencies in all school subjects. For further details see

http://www.edk.ch/PDF_Downloads/Monitoring/AktionsPlan_d.pdf

http://www.edk.ch/PDF_Downloads/Monitoring/AktPlanPISA2000_d.pdf

Learning objectives (cantons of the French-speaking part of Switzerland and the Ticino)

A declaration issued by the conference of the Cantonal Ministers of Education of the French-speaking part of Switzerland and the Ticino (CIIP) has outlined the objectives for learning in public schools. According to this declaration, enhancing learner motivation features among the main objectives of public schools. For further information see: http://www.ciip.ch/ciip/pdf/1_pecaro.pdf

Secondary schools (canton of Zurich)

Since 2000, the government of the canton of Zurich (urged by a group of members of the local parliament) has offered increased curricular choice to secondary school students (by introducing a more flexible curriculum framework). One of the aims of this reform was to enhance learner motivation. (GOVERNMENT OF THE CANTON OF ZÜRICH (2000). *Flexibilisierung der Lektionentafeln der Oberstufe* (Increased Flexibility in Secondary Timetables). Zürich: Regierungsrat.)

Primary and lower secondary schools (canton of Aargau)

In 2003, the government of the canton of Aargau accepted an initiative proposed by a group of members of the local parliament. This initiative allowed schools to temporarily exclude severely misbehaving students from school. This temporary exclusion (a so-called 'Motivierungs-Time-Out') aimed to enhance student motivation. (GOVERNMENT OF THE CANTON OF AARGAU (2003). *Motivierungs-Time-out für Schülerinnen und Schüler der Volksschule* (Time-out to Encourage Motivation for Primary and Lower Secondary School Pupils). Aargau: Regierungsrat.)

Secondary schools (canton of Thurgau)

In the canton of Thurgau in 2001, the Department of Education commissioned an evaluation of the performance of, and learning conditions, for secondary school students. Learner motivation was one of the dimensions evaluated. The evaluation results can be found in MOSER, U. and KELLER, F. (2001). *Querschnittstudie Oberstufe im Kanton Thurgau: Eine Evaluation der Leistungen und Lernbedingungen auf der Sekundarstufe I* (Study of Secondary School Pupils in Thurgau Canton: an Evaluation of Lower Secondary School Pupil Performance and Learning Conditions). Zürich: KBL.

Lower secondary schools (canton of Berne)

In 1999, the Board of Education of the canton of Berne, urged by the local parliament, launched a project to reform the 9th year of schooling (14- to 15-year-olds). This aimed to improve transition from lower to upper secondary school, as well as to enhance learner motivation in the final (9th) year of compulsory education. The project sought to enhance learner motivation by offering students more freedom in choosing projects, in keeping with their own interests ('Interessenspezifische Projekte'). In December 2002, the Office of Educational Research (Berne) presented the final evaluation of this reform project. According to the evaluation report, the aim of enhancing learner motivation had been achieved (FANKHAUSER, S. (2002). *Le Projet Pilote de 9e Année: de la Théorie à la Réalité* (The 9th Year Pilot Project: from Theory to Reality). Berne: ORP.

USA - Kentucky

In Kentucky, learner motivation is generally described as 'student engagement' or the student's active participation in classroom tasks. There is not necessarily a policy in place to support this. However best practice in instructional strategies incorporates an approach of seeking to motivate learners through 'active engagement', which is what some would refer to as 'hands-on' learning.

No particular body has introduced initiatives to improve learner motivation. Books exist which provide teachers with information about different approaches for motivating students. However, there seems to be more of a consensus towards these practices based on research studies on what is most effective in the classroom.

It is widely believed that integration of the arts in all classrooms provides emotional engagement and enhances motivation and engagement. For further information, see the "Arts Education Partnership" website at <http://www.aep-arts.org>

Wales

Although there is no formal national strategy or policy on learner motivation in Wales at present, occasional courses are held on related issues and there is certainly an awareness of the subject on many levels.

Chapter 2 – Important literature on learner motivation

This chapter considers some of the second set of aims of this INCA probe, with specific reference to the literature identified in the questionnaire responses:

- What is the important literature on learner motivation? What information does this literature provide about the existence of any government initiatives aimed at learner motivation? How is learner motivation defined and measured in the literature?

Much of the literature identified in the questionnaire responses has been reported in Chapter 1. However, this chapter provides a summary of the situation in each of the countries in the form of:

- a bibliographic list of references identified from the questionnaire responses
- a brief overview of this literature in terms of:
 - type of literature
 - issues addressed
 - (where evident) definitions of learner motivation.

For each country, the brief overview of literature highlights the emerging themes and issues using the same classification system as set out in Chapter 3. Text in bold refers to the overarching themes as set out in Chapter 3; that in italics to the sub-themes which have been identified. In so doing, this chapter serves as a link between Chapter 1 (government policy, strategy and direction in terms of learner motivation across the INCA and Eurydice countries as identified by questionnaire respondents), and Chapter 3 (a wider examination of the literature on learner motivation from an NFER literature review).

Australia

One state from Australia responded to the questionnaire – Queensland. Seven different sources were identified as pertinent to learner motivation in this response. The sources date from 2002 onwards.

Table 1 Australia: sources identified in questionnaire response

Source no.	Source
Austr1	http://www.qsa.qld.edu.au/etrf/index.html : Website homepage linking to government White Paper on Education and Training Reforms for the Future (ETRF), 2002.
Austr2	http://www.qsa.qld.edu.au/early/eycp/index.html : Early Years Curriculum Guidelines.
Austr3	http://www.qsa.qld.edu.au/yrs1to10/oia/index.html#kla : Information on the Queensland Years 1 to 10 curriculum.
Austr4	http://education.qld.gov.au/etrf/middle.html : Middle Phase of Learning website, leading to link: http://education.qld.gov.au/etrf/pdf/midaction03.pdf : Middle Phase of Learning Action Plan for State Schools.
Austr5	http://education.qld.gov.au/curriculum/plan/senior-certificate/ : PITMAN, J. A. (2002). <i>The Senior Certificate: a New Deal</i> . State of Queensland: Department of Education [online]. Available: http://education.qld.gov.au/curriculum/plan/senior-certificate/pdfs/new0.pdf [15 March, 2005]. A technical document based on research, evaluation and consultation.
Austr6	http://education.qld.gov.au/tal/pedagogy.html : Website resource for teachers.
Austr7	POTTER, G. and BRIGGS, F. (2003). 'Children talk about their early experiences at school', <i>Australian Journal of Early Childhood</i> , 28 , 3, 44–9. (Research paper).

Type of literature

Six of these sources are web-based and relate to the Queensland Government's education and training reforms, as initially put forward in a White Paper of 2002 (Sources Austr1–6). The types of literature identified are mainly government policy documentation and curriculum guidelines. Source Austr5 listed above is a technical document relating to the Government's curriculum reforms, and is based on research, evaluation and consultation. It refers to a large-scale research project undertaken across Australia, with both case study and survey elements (Pitman, 2002).

Source Austr6 listed above is a website resource of 'tips for teachers'. A search of the website using the keywords 'learner motivation' finds resources for enhancing learning with ICT, and sources relating to assessment for learning.

Source Austr7 is a research paper on children's likes and dislikes about school.

Issues addressed

In sources Austr1–6, learner motivation is not the primary function of the literature which, in this case, is about wide-ranging curriculum reform. However, issues of learner motivation are addressed at all levels and age-ranges, and of particular relevance are:

- **learner-related** issues such as *learning styles/cognition* and *child development* – particularly in the early years documentation
- **teacher/pedagogy related** issues, especially issues of *teacher-pupil relationships and support* and *differentiation to the individual*
- **curriculum & assessment** themes such as the *relevance* and *flexibility* of the curriculum (especially in the senior years documentation), and the range of *assessment and qualifications* available for learners
- **school-related** issues such as support in *transfer and transition*.

How is learner motivation defined?

In sources Austr1–6, learner motivation is defined in terms of: learners *developing their own learning strategies* and *positive dispositions towards learning* (categorised under **self-regulation** and **attitudes towards learning**); as well as **pupil involvement** in their learning. Issues of **engagement** and disengagement are also key to thinking on learner motivation. This is raised particularly in source Austr5, where findings from a large-scale survey of young people showed that *‘the story of retention begins well before Senior’* (p. 219). Early intervention with regard to engaging learners is posited as important for policy development. On the other hand it is also recognised that, for those young people who do not like school, *‘the door to learning’* might be in the field of work, rather than through policies and initiatives that are about learning in school (p. 219).

What findings are there for how learners are motivated?

In the research undertaken in source Austr5, learner motivation was gauged in terms of ‘what students say about how they feel about learning’. According to the learner’s perspective, it was found that *‘making school better’* was more about *‘quality teacher-pupil interaction and teacher delivery, than anything else’* (p. 219). That is, issues of pedagogy and pupil support appear to be important to the learners themselves.

In this research, assessment-based education was also considered in terms of where the balance might lie with regard to motivation. Learners and teachers alike did not wish for any more ‘assessment’ requirements within the education system than already existed. This highlights the notion that assessment can be a double-edged sword – both a motivating and de-motivating factor to learning.

Austria

The questionnaire response from Austria identified one key source.

Table 2 Austria: sources identified in questionnaire response

Source no.	Source
Austria1	SPIEL, C. and SCHOBER, B. (2002). <i>Lebenslanges Lernen als Ziel: Welchen Beitrag kann die Schule zum Aufbau von Bildungsmotivation leisten?</i> [Translated title: <i>The Objective of Lifelong Learning: How Can Schools Help to Build Educational Motivation?</i>]. Vienna: Institut für Psychologie der Universität Wien.

Type of literature

Source Austria1 is a research publication, based on empirical evidence and data collection with school pupils. The Federal Ministry of Education, Science and Culture commissioned the study.

Issues addressed

This explorative study surveyed the motivational attitudes of 490 students and teachers in different year groups in eight different types of schools. The overall **educational issue** being addressed was that of developing a *positive lifelong learning attitude*, and its implications for *economic and human capital*. In particular, this study states that, in recent years, motivating people for education and lifelong learning has become an issue of particular urgency, stimulated by Europe becoming a ‘knowledge society’, and faced with a number of economic, social and structural challenges.

Definitions of learner motivation

In this study, learner motivation appears to be approached from the standpoint of young people’s ability to deal with ongoing change in all spheres of life and work (similar to *resilience*, classified under strategies for **self-regulation** in Chapter 3). As a result, young people’s **attitudes towards learning** in terms of their *readiness*, *desire* and capacity to engage in continuing and *lifelong learning* have become priority objectives pursued by educational-policy makers in Austria and throughout Europe.

Some findings

The survey report identifies a range of principal findings and makes recommendations for a number of measures to build motivation and encourage lifelong learning. Issues depicting the current situation in Austria arose from the study at a range of levels:

- **Learner-related findings**
 - *gender issues*: motivational measures have to take into account the age of pupils as well as the fact that girls are apparently still less confident than boys and continue to set great store by group learning
 - *self-esteem, resilience*: a great number of teachers do not feel that their pupils and students are good at coping with failure – a competence which is regarded as indispensable for continued learning.

- **Teacher related findings**
 - *teacher's perceptions of their role* in learner motivation: teachers perceive their role in the success or failure of students to be negligible and consequently believe that their ability to improve motivation is limited.
- **School/learning environment**
 - *educational ethos*: the extent to which schools currently foster the competences and attitudes which are regarded as necessary to pave pupils' way to lifelong learning, appears limited. It is stated that, in this, the situation in Austria resembles that in the rest of Europe. Findings indicate that the current level of learner motivation/encouragement is at best undistinguished and that concerted improvement is required.

Proposals for action

The following 10 principal proposals for motivation building in schools could be derived from the available findings in source Austria1 (the text in bold or italics shows how these might be mapped on to the learner motivation themes and findings as classified in Chapter 3):

- A positive motivational situation should be encouraged and fostered at an early stage. (This reflects the findings in the Australian research – Austr5 – which found that, by the senior years, it is too late to re-foster engagement)
- More account should be taken of pupils' interests (**curriculum relevant to those pupils**)
- Other learning locations should be integrated and schools should be open/accessible and made more attractive as places of learning (**school environment and site of learning**)
- Self-directed learning, which implies responsibility for one's own learning activities, has to be prioritised (**self-regulation** and *developing own learning strategies*)
- More scope should be given to learning in groups and to project learning (**teaching pedagogy and approach**)
- More emphasis should be given to building competencies as a learning objective. (This resonates with the new Northern Ireland Curriculum at Key Stage 3 (11-to 14-year-olds), which is to be underpinned by a 'Skills and Capabilities Framework' incorporating personal and interpersonal skills, critical and creative thinking, communication, using mathematics and ICT)
- Those involved should learn to give and receive feedback on performance which builds motivation (**assessment for learning**)
- Equal educational opportunity for boys and girls should become a reality (**gender issues**, and *opportunity/access for all*)
- More attention should be paid to needs arising from pupils' level of development (**teacher-pupil support** – *individual differentiation*)
- In both initial and continuing teacher training, and in inter-teacher communication, more importance should be accorded to motivation building (**implications for initial teacher training (ITT) and teacher continuing professional development (CPD)**).

The following concrete proposals were also made:

- Teachers identified as ‘excellent’ should receive three years’ coaching in learner motivation and then become ‘multipliers’ in their schools. This measure should be financed by the so-called ‘education-innovation billion’ (developing a model for **teachers’ professional development** and roles in coaching)
- More emphasis should be placed on the practical aspects of subjects (especially in science subjects) and less theory taught (**teaching approach** and **curriculum** to emphasise *practical aspects*)
- Some subjects should be taught in so-called ‘period-blocks’ to allow pupils the time to concentrate on and enjoy the topic in hand (*structure of curriculum delivery*).

England

The country response from England identified numerous websites and literature sources, indicating government policy directives, curriculum guidelines, and research projects (chiefly undertaken on behalf of national bodies – such as the Department for Education and Skills (DFES) and the Qualifications and Curriculum Authority (QCA)). The sources listed here date from 2000 onwards. Table 3 presents the sources according to the type of literature identified, starting with government policy documentation.

Table 3 England: sources identified in country response

Source no.	Source
Government strategy or policy	
Eng1	The Primary National Strategy (five- to 11-year-olds) http://www.standards.dfes.gov.uk/primary/
Eng2	The Key Stage 3 National Strategy (11- to 14-year-olds) http://www.standards.dfes.gov.uk/keystage3/
Eng3	OFFICE FOR STANDARDS IN EDUCATION (OFSTED) (2003). <i>Key Stage 4: Towards a Flexible Curriculum</i> (HMI 517). London: The Stationery Office.
Eng4	Government direction on personalised learning http://www.standards.dfes.gov.uk/personalisedlearning/
Eng5	The Government’s e-learning strategy http://www.dfes.gov.uk/elearningstrategy/
Government publications related to strategy and policy	
Eng6	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2003). <i>Excellence and Enjoyment: a Strategy for Primary Schools</i> . London: DfES.
Eng7	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2004). <i>Excellence and Enjoyment: Learning and Teaching in the Primary Years. Creating a Learning Culture, Conditions for Learning</i> . London: DfES.

Eng8	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2004). <i>The Primary National Strategy (PNS): Understanding Behaviour</i> . London: DfES.
Eng9	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2004). <i>The Key Stage 3 (KS3) National Strategy. Pedagogy and Practice: Teaching and Learning in Secondary Schools, Unit 17: Developing Effective Learners</i> . London: DfES.
Eng10	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2004). <i>The Key Stage 3 (KS3) National Strategy. Pedagogy and Practice: Teaching and Learning in Secondary Schools, Unit 18: Improving the Climate for Learning</i> . London: DfES.
Eng11	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2004). <i>The Key Stage 3 (KS3) National Strategy. Pedagogy and Practice: Teaching and Learning in Secondary Schools, Unit 19: Learning Styles</i> . London: London: DfES.
Eng12	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2003). <i>The Key Stage 3 (KS3) National Strategy. Key Messages: Pedagogy and Practice</i> . London: London: DfES.
Eng13	OFFICE FOR STANDARDS IN EDUCATION (OFSTED) (2002). <i>The National Literacy Strategy: the First Four Years 1998-2002</i> . London: The Stationery Office.
Eng14	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2002). <i>14-19: Extending Opportunities: Raising Standards. Consultation Document</i> . London: DfES.
Eng15	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2003). <i>14-19: Opportunity and Excellence</i> . London: DfES.
Eng16	WORKING GROUP ON 14-19 REFORM (2004). <i>14-19 Curriculum and Qualifications Reform: Final Report of the Working Group on 14-19 Reform</i> . London: DfES.
Eng17	DEPARTMENT FOR EDUCATION AND SKILLS (2001). <i>Schools Achieving Success</i> . London: DfES.
Eng18	GREAT BRITAIN. PARLIAMENT. HOUSE OF COMMONS (2005). <i>14-19 Education and Skills (Cm. 6476)</i> . London: HMSO.
Government initiative or programme	
Eng19	The Excellence in Cities programme http://www.standards.dfes.gov.uk/sie/eic/
Eng20	The National Academy for Gifted and Talented Youth at Warwick University http://www.warwick.ac.uk/gifted/
Eng21	Creative Partnerships http://www.creative-partnerships.com/
Eng22	DEPARTMENT FOR EDUCATION AND SKILLS (DFES) and DEPARTMENT FOR CULTURE MEDIA AND SPORT (DCMS) (2003). <i>Learning Through PE and Sport</i> . London: DfES. Includes a section on provision for gifted and talented pupils in physical education (PESSCL). Further information is available at: http://www.culture.gov.uk/sport/school_sport/default.htm

Evaluation of government initiative or programme	
Eng23	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2003). <i>14-19 Pathfinders: an Evaluation of the First Year. Emerging Findings from the National Evaluation of Year 2 03/04</i> . London: DfES.
Eng24	GOLDEN, S., NELSON, J., O'DONNELL, L. and RUDD, P. (2004). <i>Evaluation of Increased Flexibilities for 14-16 Year Olds: Profile of Partnerships and Students 2002-2003</i> (DfES Research Report 558). London: DfES.
Eng25	SHARP, C., SCHAGEN, I. and SCOTT, E. (2004). <i>Playing for Success: the Longer Term Impact. A Multilevel Analysis</i> (DfES Research Report 593). London: DfES.
Eng26	SHARP, C., BLACKMORE, J., KENDALL, L., GREENE, K., KEYS, W., MACAULEY, A., SCHAGEN, I. and YESHANEW, T. (2003). <i>Playing for Success: an Evaluation of the Fourth Year</i> (DfES Research Report 402). London: DfES.
Eng27	OFFICE FOR STANDARDS IN EDUCATION (OFSTED) (2002). <i>Progress File: an Evaluation of Demonstration Projects in Schools</i> (HMI 543). London: OFSTED.
Eng28	OFFICE FOR STANDARDS IN EDUCATION (OFSTED) (2003). <i>Excellence in Cities: City Learning Centres: an Evaluation of the First Year</i> (HMI 1655) [online]. http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.displayfile&id=3412&type=pdf [21 March, 2005].
Eng29	ASHWORTH, K., DEARDEN, L., EMMERSON, C., FRAYNE, C., HARMAND, J., HARTFREE, Y., MAGUIRE, S., MEGHIR, C. MIDDLETON, S. and SMITH, D. (2002). <i>Education Maintenance Allowance: the First Two Years. A Quantitative Evaluation</i> . London: DfES.
Curriculum and assessment guidelines and materials	
Eng30	The National Curriculum http://www.nc.uk.net/
Eng31	QUALIFICATIONS AND CURRICULUM AUTHORITY (QCA) (2000). <i>Curriculum Guidance for the Foundation Stage</i> . London: QCA.
Eng32	QUALIFICATIONS AND CURRICULUM AUTHORITY (QCA). ASSESSMENT REFORM GROUP (2002). <i>Assessment for Learning: 10 Principles</i> [online]. Available: http://www.qca.org.uk/downloads/afl_principles.pdf [15 March, 2005].
Eng33	QCA materials on promoting pupils' creativity, self-esteem, motivation and achievement http://www.ncaction.org.uk/creativity/
Other initiative / programme evaluation	
Eng34	BRITISH EDUCATIONAL COMMUNICATIONS AND TECHNOLOGY AGENCY (BECTA) (n.d.). <i>Computer Games in Education Project Report</i> [online]. Available: http://www.becta.org.uk/research/research.cfm?section=1&id=2835 [15 March, 2005].

Research reports	
Eng35	UNITED KINGDOM LITERACY ASSOCIATION (UKLA) (2004). <i>Raising Boys' Achievement in Writing</i> [online]. Available: http://www.ukla.org/site/research/projects/pdf/UKLAPNSbrochure.pdf [15 March, 2005].
Eng36	DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2003). <i>Behaviour and Attendance: In-depth Audit for Primary Schools</i> . London: DfES.
Eng37	HOBBY, R. and SMITH, F. (2002). <i>A National Development Agenda. What Does it Feel Like to Learn in Our Schools?</i> London: The Hay Group.
Eng38	HUGHES, M. and VASS, A. (2001). <i>Strategies for Closing the Learning Gap</i> . Stafford: Network Educational Press.
Eng39	COLE, P. and WELLINGTON, J. (n.d.). <i>The '39 Steps' Project: a Study of the Impact of a Work-related Programme on Disaffected Pupils at Key Stage 4</i> [online]. Available: http://www.shef.ac.uk/education/research/RTPCole.shtml [15 March, 2005].
Eng40	DEANEY, R., RUTHVEN, K. and HENNESSY, S. (2003). 'Pupil perspectives on the contribution of information and communication technology to teaching and learning in the secondary school', <i>Research Papers in Education</i> , 18 , 2, 141–65.
Eng41	DYKE, M., MARINGE, F. and FOSKETT, N. (2003). 'The influence of the school on the decision to participate in learning post 16.' Paper presented at the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh, 11-13 September [online]. Available: http://www.leeds.ac.uk/educol/documents/00003251.htm [15 March, 2005].
Eng42	PASSEY, D. and ROGERS, C. with MACHELL, J. and MCHUGH, G. (2004). <i>The Motivational Effect of ICT on Pupils</i> (DfES Research Report 523). London: DfES.
Literature reviews	
Eng43	HARLEN, W. and DEAKIN CRICK, R. (2002). <i>A Systematic Review of the Impact of Summative Assessment and Tests on Students' Motivation for Learning</i> . London: EPPI-Centre.
Eng44	LORD, P. (2003). <i>Pupils' Experiences and Perspectives of the National Curriculum: Updating the Research Review 2002–2003</i> . <i>Research Report</i> [online]. Available: http://www.qca.org.uk/downloads/pupils_perspectives_03.pdf [15 March, 2005].
Other website resources on motivation	
Eng45	TEACHERNET (2005). <i>Motivation in the Classroom</i> [online]. Available: http://www.teachernet.gov.uk/teachingandlearning/library/motivation/ [15 March, 2005].
Eng46	DfES case study on the Key Stage 3 National Strategy that looks at 'Improving pupil motivation and engagement'. http://www.standards.dfes.gov.uk/keystage3/casestudies/cs_fs_motivate_enga ge

Type of literature

As can be seen from Table 3 above, the type of literature identified in the country response from England covers a range of documentation including: information on government policy and strategy; reports on government policy and strategy; information on government initiatives and programmes; evaluations of government initiatives and programmes; curriculum and assessment guidelines and materials; research reports; and literature reviews.

Issues addressed

A range of issues are being addressed and considered in the above literature, but these include chiefly:

- **learner-related** issues such as *learning styles and preferences*, and some *gender differences* with particular attention to boys' motivation
- **teacher/pedagogy related** areas such as the *use of ICT in teaching*, *classroom climate*, appropriate *target or goal setting*, *individualised learning*, and issues *relating to rewards and incentives*
- **curriculum & assessment** themes especially the *relevance* and *flexibility* of the curriculum, the *range of courses* available for learners, and *assessment for learning*
- **school and provision-related** issues such as the site of learning for disaffected pupils and provision for gifted and talented learners.

Definitions of learner motivation

Several definitions of learner motivation can be cited:

- Motivation aligned with a **positive attitude to learning**, keenness and excitement: '*children should ... be interested, excited and motivated to learn*' (QCA, 2000, p.32).
- Intrinsic motivation defined in terms of **self-concepts**: '*knowing what you want to achieve and being willing to pursue those goals, even in the face of difficulties*' (DfES, 2004, p.26).
- Motivation aligned with **learner achievement** in terms of progress: '*assessment should take account of the importance of learner motivation*' by emphasising progress and achievement rather than failure (QCA, 2000).

Some examples

Some examples of the literature from England are summarised in the following overview of the themes and issues arising in the literature.

QUALIFICATIONS AND CURRICULUM AUTHORITY (QCA) (2000). *Curriculum Guidance for the Foundation Stage*. London: QCA.

Learner motivation is, for the foundation stage of education in England, specifically referred to in statutory documentation and requirements. It is a legal requirement, under Statutory Instrument No.391 of the Education Act 2002, for practitioners working in the foundation stage to *have regard to* the Curriculum Guidance for the Foundation Stage (CGFS) in planning and providing learning activities that will assist children to progress towards

achieving the early learning goals (The Education Act 2002). The section of the CGFS explaining the *principles for early years education* states that practitioners should ‘use observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child’ (QCA, 2000, p. 16). The early learning goals, made statutory by the same order, include one that specifically relates to motivation. This goal (for personal, social and emotional development) states that children should ‘continue to be interested, excited and motivated to learn’ (QCA, 2000, p. 32).

DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2004). *Excellence and Enjoyment: Learning and Teaching in the Primary Years. Creating a Learning Culture, Conditions for Learning*. London: DfES.

The Government’s five-year strategy for primary schools *Excellence and Enjoyment* identifies self-awareness as a major factor in creating a learning culture and in setting the conditions for learning. Children are encouraged to plan their learning and to anticipate what they might need and what obstacles they might meet in order to become an ‘effective learner’ (DfES, 2004, pp. 14-15). The *Excellence and Enjoyment* materials urge teachers to develop pupils’ intrinsic motivation. The materials define intrinsic motivation as ‘knowing what you want to achieve and being willing to pursue those goals, even in the face of difficulties’ (DfES, 2004, p. 26). The materials also go on to suggest that the use of external or extrinsic motivation, for example stickers, is not always productive and that sometimes pupils may ‘strive for the reward and not the satisfaction of achievement’ (DfES, 2004, p. 27). A disproportionate distribution of rewards can also have a negative impact. Teachers are also encouraged to think about the physical environment of the classroom and its effect on pupil motivation. The materials encourage teachers to help build pupil self-esteem and encourage motivation with supportive language and communication. *Conditions for Learning* (DfES, 2004) suggests that the three types of language identified in the Hughes and Vass model (2001, cited in DfES, 2004, p. 46) are helpful in supporting this. Teachers are also encouraged to use questioning to nurture motivation (DfES, 2004, p. 62). *Excellence and Enjoyment* also sets out some of the perceived de-motivating factors with which children are faced. Most prominent among these is assessment. At key stage 1, teachers are encouraged to use the new flexibility of the national testing arrangements to retain motivation (DfES, 2003, p. 23).

DEPARTMENT FOR EDUCATION AND SKILLS (DfES) (2003). *The Key Stage 3 (KS3) National Strategy. Key Messages: Pedagogy and Practice*. London: DfES.

The Key Stage 3 Strategy takes a similar approach to pupil motivation. *Improving the Climate for Learning* (DfES, 2004), in the *Pedagogy and Practice* pack of materials, also refers to the Hughes language model (2001) as a suggested method of encouraging pupil motivation. References are also made to ‘intrinsic’ motivation and the pitfalls of extrinsic motivation in the form of tangible rewards. The *Pedagogy and Practice* materials also promote the principle of developing an ‘effective learner’. They suggest that teachers should reinforce effort and risk-taking in learning rather than neatness. This draws on Carol Dweck’s (1999) ‘*Self-Theories*’ concept. The materials also provide guidance to teachers on changing teaching to accommodate different learning styles in order to promote pupil motivation. This message is also reflected in the Key stage 3 National Strategy’s key messages on pedagogy and practice document, which states that ‘good teaching results are likely to be achieved when teachers make the learning motivating with well-placed teaching using stimulating activities matched to a range of learning styles’.

NB – DWECK, C. (1999). *Self-theories: their Role in Motivation, Personality and Development*. London: Routledge/Taylor & Francis Books, Inc.

Finland

The questionnaire response from Finland indicated ten sources relating to learner motivation. The sources date from 2000 onwards.

Table 4 Finland: sources identified in questionnaire response

Source no.	Source
Fin1	MINISTRY OF EDUCATION. DEPARTMENT FOR EDUCATION AND SCIENCE POLICY (2004). <i>Education and Research (2003-2008)</i> [online]. Available: http://www.minedu.fi/julkaisut/koulutus/2004/opm08/opm08.pdf [15 March, 2005].
Fin2	The National Board of Education (NBE) 'Healthy Self Esteem Project'. http://www.edu.fi/oppimateriaalit/vastuunportaat/
Fin3	The National Board of Education programme to develop careers guidance counselling (no reference given).
Fin4	NIEMIVIRTA, M. (2004). <i>Habits of Mind and Academic Endeavours: the Correlation and Consequences of Achievement Goal Orientations</i> (translated title). Helsinki: University of Helsinki, Department of Education. (Research Report ISSN 1238-3465; 196. ISBN 952-10-1625-6.)
Fin5	BYMAN, R. (2001). <i>Curiosity and Exploration : a Conceptual Overview and Structural Modelling</i> (translated title). Turku: Suomen Kasvatustieteellinen Seura. (Kasvatusalan tutkimuksia/Research in Educational Sciences ISSN 1458-1094; 5/2001. ISBN 952-5401-04-9.)
Fin6	LEPOLA, J. (2000). <i>Motivation in the Early School Years: Development Patterns and Cognitive Consequences</i> (translated title). Turku: Turun yliopisto. (Turun yliopiston julkaisuja. sarja B. Humaniora ISSN 0082-6987; 236. ISBN 951-29-1709-2.)
Fin7	KIVINEN, K. (2003). <i>Assessing Motivation and the Use of Learning Strategies by Secondary School Students in Three International Schools</i> [online]. Available: http://acta.uta.fi/pdf/951-44-5556-8.pdf [15 March, 2005]. Academic dissertation
Fin8	RUOHOTIE, P. ET AL. (1999-2001). 'Modelling individual and organizational prerequisites of professional growth.' Papers presented at international conferences, 1999-2001. Hämeenlinna: Häme Polytechnic. ISSN 1455-4135; 155. ISBN: 951-784-121-3.
Fin9	PINTRICH, P. R. and RUOHOTIE, P. (2000). <i>Cognitive Constructs and Self-regulated Learning</i> . Hämeenlinna: Research Centre for Vocational Education. ISBN: 951-44-4875-8: 111 FIM.
Fin10	KIVINEN, K. (2000). <i>The Volitional Aspects of Learning</i> . Tampere: Tampere University Press.

Type of literature

The first three of these sources from Finland relate to government initiatives either at government policy level (Fin1) or at National Board of Education level (initiatives in Fin2 and Fin3). These three policy-directed sources have been described in Chapter 1.

Sources Fin4–Fin10 are either empirical or theoretical research papers. Source Fin7, available in English, is an academic dissertation undertaken at the University of Tampere. (Source Fin10 would appear to be a related paper.)

Issues addressed

The three government policy initiatives identified in the Finnish questionnaire response relate to issues of equal access to education in all phases; participation rates/drop-out rates; careers guidance; 16–19 study and flexibility of learning pathways; and student welfare (financial, wellbeing and self-esteem).

A distinctive flavour to the Finnish policy direction, as evident in source Fin2, appears to be its support for fostering learning through a school ethos which builds self-esteem, has a concern for welfare, emphasises individual differentiation and support, develops basic everyday skills, prevents alienation and exclusion for pupils, and, in parallel with these areas, provides support for teachers and parents.

These issues map onto some overarching themes, of relevance to Chapter 3, including:

- **teacher/pedagogy related** themes – *teacher-pupil support, differentiation to the individual, teacher role and professional development*
- issues of **curriculum & assessment** – *flexibility of learning pathways*
- **school related** issues – *school culture and ethos, parent-school relationship*
- **educational issues** – *retention, drop-out, access to education.*

The research literature identified by the questionnaire respondent (sources Fin4–Fin10) focuses more on **learner-related issues** such as *child development*, and children’s own *learning strategies and cognition*. It is worth noting that such learner-related issues were not evident in the main thrust of the policy or government initiatives identified here (sources Fin1–3). Source Fin7, a study in ‘international schools’, considers differences in learners’ self-regulation strategies according to higher and lower ability students, and also probes any cultural/language and school differences.

Definitions

In the government literature identified, learner motivation would appear to be defined in terms of learners’ *self-esteem* and wellbeing as they access and **engage** in education. In the research literature, definitions focus more on learners’ **self-concepts** and **self-regulation**

Some findings

Source Fin7 highlights the following findings, according to the different types and groups of learners investigated:

- differences in pupils’ motivational self-concepts were noted across the different schools. These seemed to be related to ‘individualistic cultures’ within the schools, rather than nationalities or ethnic groups
- higher ability students (or skilful learners) had a high sense of self-efficacy and intrinsic motivation, and employed their own learning and self-help strategies

- lower ability students used social-control strategies in their learning (e.g. peer support, environment management), more so than self-regulation and monitoring strategies.

Despite the above findings, it was also stated that ‘*secondary school students did not have a clear picture of themselves, yet, as students or learners*’. The researcher recommends that ‘*schools should offer possibilities for students to learn and practice diverse cross-curriculum competences, such as self-regulatory skills*’ (Kivinen, 2003, p. vi).

France

The questionnaire response from France highlighted six specific sources pertinent to learner motivation.

Table 5 France: sources identified in questionnaire response

Source no.	Source
France1	MINISTRY OF EDUCATION, HIGHER EDUCATION AND RESEARCH (2004). <i>Motiver pour Accrocher</i> (Translated title: Motivate Them to Hook Them) [online]. Available: http://eduscol.education.fr/D0171/motiver_accrocher.pdf [15 March, 2005].
France2	‘Mise en Place des Classes à Projet Artistique et Culturel’ (Translated title: The Setting-up of Classes of Artistic and Cultural Education) [online]. Available: http://www.eduscol.education.fr/D0061/PAC.htm [15 March, 2005].
France3	VINCENT, C. (2004). ‘Le désir d'apprendre’, <i>Le Monde</i> , 1 December. (Translated title: Wanting to learn.)
France4	FENOUILLET, C. (2003). ‘Comment les enfants apprennent-ils?’, <i>Enfance et Psychology</i> , 24 , September. (Translated title: ‘How do children learn?’, <i>Children and Psychology</i> .)
France5	MONTEIL, J-M. and HUGUET, P. (2002). <i>Réussir ou Echouer à l'Ecole: une Question de Contexte?</i> Grenoble: Ed. PUG. (Translated title: Success or Failure in School: a Question of Context?)
France6	TOCZEK-CAPELLE, M-C. and MARTINOT, D. (Eds) (2004). <i>Le Défi Educatif: des Situations pour Réussir</i> . Paris: Armand Colin. (Translated title: The Educational Challenge: Contexts for Success.)

Type of literature

France1 and France2 refer to policy documentation and curriculum initiatives found on the Education Ministry’s website. The other sources identified appear to be theoretical, discussion and opinion papers.

Issues addressed

The government literature highlighted here, and outlined previously in more detail in Chapter 1, refers chiefly to the **educational issues** of tackling *disengagement*, *disaffection* and *drop-out*. The issue is being addressed in terms of tackling the relevance of the curriculum to the individual, and individual teacher-pupil support. These map onto the themes examined in Chapter 3 in terms of:

- **teaching/pedagogy issues** – *teacher-pupil support, differentiation to the individual, pastoral care*
- **curriculum innovation** – a more *relevant and engaging* curriculum in terms of *vocational relevance, range of pathways*, and one which emphasises students’ own abilities and aptitudes. This is exemplified through the use of individual project work across the secondary age range (including a supported research project at age 16–17 – note that Australia also implements an individual research project in the Senior Years). (Also note that this is similar to the ethos underpinning the new Northern Ireland Curriculum at Key Stage 3, where learning pathways can be chosen and to some extent designed to suit young people’s abilities and aptitudes.) This also enhances *pupil involvement* and say in their studies.

The other literature identified (sources France 3 – 6) refer to a *desire to learn, how children learn* and the success or failure within the education system.

Defining learner motivation

A distinctive characteristic of the French direction for learner motivation is a holistic view of individual’s needs, encompassing partnerships with other organisations in health, social welfare, and the cultural sector. This underlying *educational ethos* perhaps helps to define what learner motivation is about in France. An element of ‘social insertion’ is also evident in the government literature, encouraging students to change their attitudes towards cultural, sporting, social, economic and professional ends.

Germany

The questionnaire response from Germany identified the Journal of Educational Theory as containing papers pertinent to learner motivation. One particular edition was highlighted.

Table 6 Germany: sources identified in questionnaire response

Source no.	Source
Germany1	The BELTZ publishing house (http://www.beltz.de) publishes the ‘Journal for Educational Theory’ (<i>Zeitschrift für Pädagogik</i>). Supplement 44, May 2002 (215 pages, in German) is entitled “Self-esteem and motivational processes in educational institutions” (<i>Selbstwirksamkeit und Motivationsprozesse in Bildungsinstitutionen</i>). ZEITSCHRIFT FÜR PÄDAGOGIK (2002). ‘Selbstwirksamkeit und Motivationsprozesse in Bildungsinstitutionen,’ <i>Zeitschrift für Pädagogik</i> , 44 (whole issue).

Type of literature

Chapter 1 presented the recent policy direction of the German Federal Ministry for Education and Science. However, no specific literature was highlighted with regard to this. The source identified in Table 6 above is a research journal.

Key issues

The questionnaire response referred to in Chapter 1 appears to identify the overall **educational issue** of *raising standards* as the major learner motivation issue in Germany. Evaluation data, nationwide standards and a programme of full-day schooling are being implemented, with the aim of enhancing standards, and consequently, learner motivation.

The issue under consideration in the identified journal would appear to be **learner-related** in terms of *self esteem* and motivation, and the *motivational techniques* that can be employed in education.

Greece

No specific literature was identified by the questionnaire response from Greece. However, the policy direction highlighted in Chapter 1 maps onto some of the themes presented in Chapter 3. In particular, the following issues are addressed:

- **curriculum & assessment** – the *flexibility* and *relevance* of the curriculum, particularly enhancing vocational and personal relevance, with options for pupils to choose technical, creative and expressive areas; and enhanced relevance through compulsory cross-curricular programmes in health, cultural and environmental education
- **school and provision** – improved provision for special educational needs and for gifted and talented pupils
- **educational issues** – continuing to higher education.

Hungary

No official literature or strategy paper specifically targeting learner motivation exists. However, as can be seen from Chapter 1, the general direction of Hungarian education policy appears to be very much geared towards learner motivation. In addition, the Hungarian questionnaire response identified a list of 41 articles and studies published by Hungarian academics and researchers (32 of which were published from 2000 to date). The list was put together by Józsa Krisztián, a researcher in the field of learner motivation. Those from 2000 onwards are listed here.

Table 7 Hungary: sources identified in questionnaire response

Source no.	Source
Hungary1	The Human Resource Development Operative Programme under the National Development Plan (NDP) for 2004-2006.
Hungary2	SZEGED UNIVERSITY. The DIFER Programme Package (Diagnostic Development Assessment and Criterion Oriented Development System for Four- to Eight- Year-Olds). Available online at: http://primus.arts.u-szeged.hu/difer
Hungary3	The Sulinet Digital Knowledge Base (SDT). A brief summary in English is available: SULINET PROGRAM OFFICE (2004). <i>Sulinet Digital Knowledge Base</i> [online]. Available: http://www.om.hu/main.php?folderID=854&articleID=4697&ctag=articlelist&iid=1) [15 March, 2005].
Hungary4	CSAPÓ, B. (2000). 'A tantárgyakkal kapcsolatos attitűdök összefüggései (The nature of subject related attitudes)', <i>Magyar Pedagógia (Hungarian Pedagogy)</i> , 3 , 343-65.
Hungary5	CSIZÉR, K., DÖRNYEI, Z. and NÉMETH, N. (2001). 'Az idegen nyelvek tanulásával kapcsolatos attitűdök változása az általános iskolások körében az 1990-es évek Magyarországon (The changing of attitudes towards the learning of foreign languages among primary school pupils in Hungary in the 1990s)', <i>Modern Nyelvoktatás (Modern Language Teaching)</i> , 4 , 19-30.
Hungary6	DOBI, J. (2001). 'A matematika tanulásának affektív feltételei (Effective conditions for learning mathematics).' In: CSAPO, B. and VIDAKOVICH, T. (Eds) <i>Neveléstudomány az Ezredfordulón. (Pedagogy at the Turn of the Millennium)</i> . Budapest: Tankönyvkiadó.
Hungary7	FÜLÖP, M. (2001). 'A versengés szerepe (The role of competition)', <i>Új Pedagógiai Szemle (New Pedagogical Review)</i> , 10 , 3-17.
Hungary8	JÓZSA, K. (2000). 'Az elsajátítási motiváció szerepe a kritériumorientált pedagógiában (the role of mastery motivation in criterion oriented pedagogy)', <i>Új Pedagógiai Szemle (New Pedagogical Review)</i> , 10 , 78-82.
Hungary9	JÓZSA, K. (2000). 'Az iskola és a család hatása a tanulási motiváció alakulására (The effect of school and family on the development of learning motivation)', <i>Iskolakultúra (School Culture)</i> , 8 , 69-82.
Hungary10	JÓZSA, K. (2001). 'Ami nélkül nincs minőség: motiváció az iskolában (What is necessary for quality: motivation at school).' In: <i>Szegedi Nyári Egyetem évkönyve (Annual Report of Szeged Summer University)</i> . Szeged: TIT.
Hungary11	JÓZSA, K. (2001). 'Az elsajátítási motiváció és a kognitív kompetencia fejlesztése (The development of mastery motivation and cognitive competence).' In: CSAPO, B. and VIDAKOVICH, T. (Eds) <i>Neveléstudomány az Ezredfordulón (Pedagogy at the Turn of the Millennium)</i> . Budapest: Tankönyvkiadó.
Hungary12	JÓZSA, K. (2002). 'Az elsajátítási motiváció pedagógiai jelentősége (The pedagogical importance of mastery motivation)', <i>Magyar Pedagógia (Hungarian Pedagogy)</i> , 1 , 79-104.

Hungary13	JÓZSA, K. (2002). 'Tanulási motiváció és humán muveltség (Learning motivation and education in the humanities).' In: CSAPO, B. (Ed) <i>Az Iskolai Muveltség (School Education)</i> . Budapest: Osiris Kiadó.
Hungary14	JÓZSA, K. (2004). 'A képességek és motívumok kölcsönös fejlesztésének lehetősége (The possibility of the mutual development of skills and motivation).' In: KELEMEN, E. (Ed) <i>Tanulmányok a Neveléstudomány Köréből (Studies from the Field of Pedagogy)</i> . Budapest: Tankönyvkiadó.
Hungary15	JÓZSA, K. (2004). 'Az elsajátítási motívumok alakulása iskoláskorban (The development of mastery motivation during school age),' <i>Magyar Pedagógia (Hungarian Pedagogy)</i> , 1 .
Hungary16	JÓZSA, K. (2004). 'Motiváció és olvasástanítás (Motivation and the teaching of reading).' In: JOZSA, K. and ZENTAI, G. (Eds) (2004) <i>Az Olvasási Képesség Fejlesztése és Fejlesztése (The Development and Teaching of Reading Skills)</i> . Szeged: Mozaik Kiadó.
Hungary17	JÓZSA, K. (2005) (Ed). <i>Tanulási Motiváció (Learning Motivation)</i> . Budapest: Sulinova Kht.
Hungary18	KÁRPÁTI, A. and MOLNÁR, É. (2004). 'Esélyteremtés az oktatási informatika eszközeivel (Creating opportunities through the use of information technology in education)', <i>Iskolakultúra (School Culture)</i> (being published).
Hungary19	KÁRPÁTI, A. and MOLNÁR, É. (2004). 'Kompetenciafejlesztés az oktatási informatika eszközeivel (Competence development through the use of information technology in education)', <i>Magyar Pedagógia (Hungarian Pedagogy)</i> (to be published).
Hungary20	MOLNÁR, É. (2001). 'Tanulmányok az önszabályozó tanulásról (Studies on self-regulated learning)', <i>Iskolakultúra (School Culture)</i> , 2 , 101-03.
Hungary21	MOLNÁR, É. (2002). 'Az önszabályozó tanulás (Self-regulated learning)', <i>Iskolakultúra (School Culture)</i> , 9 , 3-17.
Hungary22	MOLNÁR, É. (2002). 'Önszabályozó tanulás: nemzetközi kutatási irányzatok és tendenciák (Self-regulated learning: international research trends and tendencies)', <i>Magyar Pedagógia (Hungarian Pedagogy)</i> , 1 , 63-79.
Hungary23	MOLNÁR, É. (2003). 'Néhány személyes motívum szerepe az önszabályozó tanulásban (The role of certain types of personal motivation in self-regulated learning)', <i>Magyar Pedagógia (Hungarian Pedagogy)</i> , 2 , 155-75.
Hungary24	MOLNÁR, É. (2004). 'Önszabályozó tanulás az EARLI-konferencia homlokterében (Self-regulated learning in the focus of the EARLI Conference)', <i>Iskolakultúra (School Culture)</i> , 5 , 50-7.
Hungary25	NAGY, J. (2000). <i>A XXI Század és Nevelés (The 21st Century and Education)</i> . Budapest: Osiris Kiadó.
Hungary26	NAGY, J. (2001). 'A személyiség alaprendszere (The fundamental system of the personality)', <i>Iskolakultúra (School Culture)</i> , 9 , 22-38.
Hungary27	NAGY, J. 2002). 'Developmental differences and the concept of criterion-oriented development', <i>Interplay</i> , 1 , 50-4.

Hungary28	NIKOLOV, M. (2003). 'Angolul és németül tanuló diákok nyelvtanulási attitűdje és motivációja (Language learning: the attitude and motivation of students learning English and German)', <i>Iskolakultúra (School Culture)</i> , 8 , 61-73.
Hungary29	PAPP, K. and JÓZSA, K. (2000). 'Legkevésbé a fizikát szeretik a diákok? (Do students like physics least?)', <i>Fizikai Szemle (Physical Review)</i> , 2 , 61-7.
Hungary30	RÉTHY, E. (1999). 'Motiváció: Felfogások, elképzelések, hitek (Motivation: approaches, ideas, beliefs)', <i>Iskolakultúra (School Culture)</i> , 9 , 56-9.
Hungary31	RÉTHY, E. (2001). A tanulási motiváció elemzése (Analysis of learning motivation).' In: CSAPO, B. and VIDAKOVICH, T. (Eds) <i>Neveléstudomány az Ezredfordulón: Tanulmányok Nagy József Tiszteletére (Pedagogy at the Turn of the Millennium: Studies in Memory of Nagy József)</i> . Budapest: Tankönyvkiadó.
Hungary32	RÉTHY, E. (2003). 'Gyermeki énkép – szülői gyermekkép (The child's self-image and the parent's image of the child)', <i>Iskolakultúra (School Culture)</i> , 5 , 96-101.
Hungary33	RÉTHY, E. (2003a). <i>Motiváció, Tanulás, Tanítás. Miért Tanulunk jól Vagy Rosszul? (Motivation, Learning, Teaching. Why do we learn well or badly?)</i> . Budapest: Nemzeti Tankönyvkiadó.
Hungary34	SZABÓ, M. (2004). 'Motiváció (Motivation)'. In: N. KOLLAR, K. and SZABÓ, E. (Eds) <i>Pszichológia pedagógusoknak (Psychology for Teachers)</i> . Budapest: Osiris Kiadó.
Hungary35	VAJDA, Z. (2000). 'Kellemes és kellemetlen kötelességeink: a jutalmazás és a büntetés hatása a viselkedésre (Our pleasant and unpleasant duties: the effect of rewards and penalties on behaviour)', <i>Tanári létkérdések (Important Issues for Teachers)</i> , 33 , D5.1, 1-24.

Type of literature

Source Hungary1 refers to a national development plan which takes into account government policy on learner motivation and access to education. Sources Hungary2 and Hungary3 refer to programmes and resources available for enhancing learner motivation. Sources Hungary 4-35 encompass empirical and theoretical research papers on learner motivation.

Issues addressed

The issues addressed in current Hungarian government policy direction were set out in Chapter 1. Along with the research literature highlighted in Table 7 above, the following themes are highlighted:

- **learner-related** – *learning styles and strategies, learners' backgrounds* (including the influence of the family), *learners' attitudes* towards certain subjects, *learners' ability*
- **teacher/pedagogy related** – *classroom environment* and the optimum conditions for learning, *use of ICT in teaching, teachers' knowledge and effectiveness, teacher CPD*
- **educational issues** – equal opportunities for all to *access education*, promotion of *specific subjects* such as foreign languages

- **research and development** – the development of *educational materials* (textbooks, teaching resources, etc).

Definitions of learner motivation

In the research literature from Hungary, learner motivation would appear to be construed as being related to **self-concepts** (including *self-esteem*) and **self-regulation**. A particular nuance of the research is the focus on ‘mastery’ or the relationship between skills, abilities and motivation. This would seem to span the categories of **learner achievement** (in terms of *progress* and *skill development*) and **self-regulation**.

Italy

The questionnaire response from Italy did not highlight any literature on learner motivation.

Latvia

Latvia highlighted five sources of literature on learner motivation, as well as noting that articles and studies in Latvian on learner motivation are frequently published in professional psychology and pedagogy magazines and journals.

Table 8 Latvia: sources identified in questionnaire response

Source no.	Source
Latvia1	MINISTRY OF EDUCATION AND SCIENCE (2002). <i>Concepts of Education Development 2002–2005</i> . Riga: Ministry of Education and Science. (Educational National Plan.)
Latvia2	MINISTRY OF EDUCATION AND SCIENCE (1999). <i>The Concepts of Fostering Action in Basic and Secondary Education Institutions</i> . Riga: Ministry of Education and Science.
Latvia3	MINISTRY OF EDUCATION AND SCIENCE (2000). <i>Recommendations on the Basic Principles for the Development of Special Interest Education Programmes</i> . Riga: Ministry of Education and Science.
Latvia4	THE INSTITUTE OF PHILOSOPHY AND SOCIOLOGY OF THE UNIVERSITY OF LATVIA (1999). <i>The Sociological Portrait of Youth in Latvia</i> . Riga: University of Latvia.
Latvia5	VILCINA, A., KURLOVICS, G., VIKSNA, S. and MURASKOVSKA, I. (2004). ‘Primary Education: Opportunities for Children Outside the Education System.’ In: <i>Education Reforms in Latvia: Underpinning Integration and Prosperity. Annual Report on Education 2003/2004</i> [online]. Available: http://www.politika.lv/polit_real/files/lv/gada_pars_izgl2004_EN.pdf [15 March, 2005].

Type of literature

Sources Latvia 1–3 relate to current government policy. Source Latvia4 refers to a book reporting theory and practice and Latvia5 is a paper which contributes towards an audit of the education system.

Issues addressed

The government literature highlighted above refers to enhancing the motivation of young people as learners and citizens of Latvia, with basic skills and with special interests in cultural, sporting, technological and environmental arenas. Whilst the issue would appear to be about developing intrinsic motivation in young people (in themselves, as learners, and as citizens, that is, *human and cultural capital*), the chief motivational techniques highlighted by recent programmes would seem to be via the extrinsic goals of competition and special interest.

Source Latvia5 presents a range of **educational issues** facing the Latvian education system, *set in the context of educational and cultural reform*, and in particular the themes of *drop-out* and *under- / unsatisfactory achievement*. Currently, students with unsatisfactory marks go on to an evening school or a vocational school, where they have to repeat all subject areas (even those they previously did well in). In order to counter the possible de-motivating effects of this system, the following recommendations have been made:

- **teaching/pedagogy** – to be more motivating through attention to *individual learners' needs*; attention to motivational pedagogy in *initial teacher training and continuing professional development (ITT and CPD)*
- **school/provision** – to provide more *flexible learning pathways*, reducing the need for students to repeat classes or subjects they have already passed.

Liechtenstein

The questionnaire response from Liechtenstein highlighted two pertinent sources.

Table 9 Liechtenstein: sources identified in questionnaire response

Source no.	Source
Liecht1	http://www.llv.li/pdf-llv-sa-broschuere_ganzheitlich_beurteilen.pdf
Liecht2	http://www.schulen.li/lehrplan/.

Type of literature

Both sources identified are web-based, referring to educational guidelines and planning as directed by the Government.

Issues addressed

The key issue being addressed in Liechtenstein is that related to *assessment for learning*, in the form of evaluation, teacher feedback, and teacher-pupil discussion of marks.

Lithuania

Five sources were identified in the questionnaire response from Lithuania.

Table 10 Lithuania: sources identified in questionnaire response

Source no.	Source
Lithuania1	<i>The General Curriculum Framework and Standards of Attainment</i> for general school education.
Lithuania2	<i>The National Education Strategy 2003-2012</i>
Lithuania3	The School Improvement Project (which began in 2002). Further information is available online at: http://www.mtp.smm.lt/english.htm
Lithuania4	The 'Junior Achiever of Lithuania'. Further information is available online at: http://www.lja.lt/naujas/en/about/about.htm
Lithuania5	The 'Head Start' (Gera pradžia) project (a branch of an international project named 'Step by Step')

Type of literature

The literature identified in the questionnaire response appears to be government policy and strategy documentation, as well as that relating to specific government initiatives and programmes.

Issues addressed

The issues raised in the learner motivation literature include:

- **learner-related** issues – learner attitudes
- **teacher/pedagogy** issues – a focus on *child-centred* and active education approaches, *individual needs*, and *pupil involvement, teacher effectiveness* and *professional development*
- issues related to the **curriculum** – *flexibility* and choice
- **school/provision** issues – *parental involvement* in children's learning, provision for gifted and talented pupils, *school improvement and effectiveness*
- **educational issues** – to develop *human and economic capital*
- issues of **research and development** – development of educational material (upgrading equipment, establishing monitoring systems).

Definition of learner motivation

A distinctive flavour in the highlighted literature appears to be a focus on inspiring individuals so as to **impact** on their values and attitudes, and to contribute to *social and economic capital*.

Netherlands

No specific literature was identified in the questionnaire response from the Netherlands.

New Zealand

The New Zealand questionnaire referred to six sources on learner motivation.

Table 11 New Zealand: sources identified in questionnaire response

Source no.	Source
NZ1	BISHOP, R., BERRYMAN, M., TIAKIWI, S. and RICHARDSON, C. (2003). <i>Te Kotahitanga: The Experiences of Year 9 and 10 Maori Students in Mainstream Classrooms</i> . Report to the Ministry of Education. Wellington: Ministry of Education. Available online at: http://www.minedu.govt.nz/web/downloadable/dl8771_v1/te-kotahitanga.pdf or via: http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8771&indexid=5874&indexparentid=5871
NZ2	HAWTHORNE, S. (2004). <i>Engaging Reluctant Writers in Secondary School English: a Literature Review</i> [online]. Available: http://english.unitecnology.ac.nz/resources/resources/engaging/home.html [15 March, 2005].
NZ3	ALTON-LEE, A. (2003). <i>Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis</i> [online]. Available: http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8646&data=1 [15 March, 2005].
NZ4	BIDDULPH, F., BIDDULPH, J. and BIDDULPH, C. (2003). <i>The Complexity of Community and Family Influences on Children's Achievement in New Zealand: Best Evidence Synthesis</i> [online]. Available: http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8646&data=1 [15 March, 2005].
NZ5	FARQUHAR, S. (2003). <i>Quality Teaching Early Foundations: Best Evidence Synthesis</i> [online]. Available: http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8646&data=1 [15 March, 2005].
NZ6	MITCHELL, M. and CUBEY, P. (2003). <i>Characteristics of Professional Development Linked to Enhanced Pedagogy and Children's Learning and Early Childhood Settings: Best Evidence Synthesis</i> [online]. Available: http://www.minedu.govt.nz/index.cfm?layout=document&documentid=8646&data=1 [15 March, 2005].

Type of literature

Source NZ1 refers to a research project which examined narratives of *Maori* learners' experiences in school; sources NZ2–6 are research reviews, undertaken as part of a series of 'best evidence' syntheses commissioned by the Ministry of Education. These aim to contribute to an ongoing evidence-based discourse amongst policy makers, educators and researchers.

Issues addressed

The research study NZ1 specifically addresses the achievement of *Maori* students and the teacher-pupil relationship they experience. In the best evidence syntheses (NZ2–6) the issues being addressed relate chiefly to teaching quality, including the areas of:

- **teacher/pedagogy** – *classroom climate* (e.g. the ‘learning community’), *classroom management*, *teacher professional development* with regard to their awareness of children’s learning styles and preferences, *use of ICT* and other teaching materials, use of *assessment for learning strategies* (feedback, enhancing self-regulation and so on), interactive learning in the early years
- **curriculum and assessment** – *relevance* to real-life, interconnections across the curriculum, goal-oriented *assessment* (with clear learning outcomes for students)
- **school/provision** – *school culture*, school-home links
- **educational issues** – raising student **achievement**.

The area emphasised most in terms of pupil motivation is the need for ICT and other teaching materials to be aligned with curriculum goals so that student motivation can be optimised.

Some findings

The research study NZ1, found a discrepancy in teachers’ and pupils’ views on what they felt was the most important influence on students’ educational achievement. The young people felt it was the quality of the teacher-pupil relationship in class; whilst teachers felt it was related to the young people themselves and their backgrounds. Where teacher-pupil relationship was recognised as significant, and worked upon or changed, *Maori* students’ on-task engagement and work completion rates increased, absenteeism reduced, and their cognitive and academic achievements increased.

Northern Ireland

There was no country response from Northern Ireland, but the NFER has highlighted two research sources as shown in Table 12.

Table 12 Northern Ireland: sources identified in questionnaire response

Source no.	Source
NI1	MOOR, H., BEDFORD, M., JOHNSON, A., HALL, M. and HARLAND, J. (2004). <i>Moving Forward; Thinking Back: Young People’s Post-16 Paths and Perspectives on Education, Training and Employment. The Post-16 Phase of the Northern Ireland Curriculum Cohort Study: Full Report</i> . Belfast: Northern Ireland Council for the Curriculum, Examinations and Assessment.
NI2	HARLAND, J., MOOR, H., KINDER, K. and ASHWORTH, M. (2002). <i>Is the Curriculum Working? Summary of the Findings of the Key Stage 3 Phase of the Northern Ireland Curriculum Cohort Study</i> . Belfast: Northern Ireland Council for the Curriculum, Examinations and Assessment.

Type of literature

These two reports represent different phases of a longitudinal research project, commissioned by the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland. Further reports from this project are also available, including one at Key Stage 4, and a forthcoming publication which provides an overview of the full seven-year study. These are referenced further in Chapter 3.

Issues addressed

The project identified in Table 12 tracked almost 3,000 pupils from their final year in primary school to their last year of compulsory education; and a further 100 young people into their post-16 lives in education, work and training. The key motivational issues addressed by the research were:

- **learner-related** – analysis using background variables of *pupils' background, characteristics, gender, abilities* and so on was employed
- issues of **curriculum & assessment** – *relevance, flexibility, choice, range of courses available, effects of assessment*
- **school-related** – in terms of the type of school attended (secondary or grammar school, and the religious orientation of the school), timetable allocations to subject areas
- **educational issues** – *future intentions and aspirations* for education and career, variations in *subject attitudes* and preferences.

Although teaching and pedagogical issues were also examined, these were not the core focus of this research, which explored in detail young people's attitudes towards learning in the **curriculum** that they experienced (this contrasts with the work in New Zealand, for example, which focused more on teaching and pedagogy). Throughout the study, the curriculum themes investigated were: breadth and balance, coherence across the curriculum, continuity and progression, manageability, relevance, enjoyment, cross-curricular themes and assessment.

Definition of motivation

Learner motivation was not specifically defined in this study. However, the issue of **learner engagement** was both defined and measured. Further information is provided in Chapter 3.

Norway

The questionnaire response from Norway identified five sources of relevance to learner motivation (however, one of these was more pertinent to adult education and is consequently not included here).

Table 13 Norway: sources identified in questionnaire response

Source no.	Source
Norway1	The 'Differentiation in the Education System' project (lead by Erling Lars Dahle of the University of Oslo). A national project taking place between 1999 and 2003 which aimed to enhance the learning experience of all students.

Norway2	HVISTENDAHL, R. and ROE, A. (2004). 'The literary achievement of Norwegian minority students', <i>Scandinavian Journal of Educational Research</i> , 48 , 3, 307–24.
Norway3	OLSEN, R.V. (2004). 'The search for descriptions of students' thinking and knowledge: Exploring nominal cognitive variables by correspondence and homogeneity analysis', <i>Scandinavian Journal of Educational Research</i> , 48 , 3, 325–41.
Norway4	EINAR SKAALVIK. Project website for a study of learners with special needs [online]. Available: http://dbh.nsd.uib.no/nfi/rapport/?requesttimeout=500&keys=23919%2C21911%2C21756%2C19633%2C15970&language=no&publicated=false&dynamicKey=&dynamicType=&groupBy=&dynamicFilter=&media=printer [15 March, 2005].

Type of literature

Source Norway1 refers to a description and evaluation of a national project; Norway2 and Norway3 are theoretical papers based on empirical data about learners; and Norway4 refers to a longitudinal study of the experience of learners with special educational needs.

Issues addressed

As Chapter 1 highlighted, there is no national strategy for learner motivation in Norway. However, some key areas of the Norwegian education curriculum seem to point in the direction of enhancing learner motivation, including:

- **teaching/pedagogy related** areas – *student-centred learning, learner involvement and responsibility* (such as learners deciding on working methods to achieve targets, active roles, responsibility for own learning)
- **curriculum related** areas – thematic learning rather than subject learning, a period of physical activity every school day.

Source Norway1 aimed to address the issue of a positive learning experience, so as to be relevant to young people's *future adult lives*. The other papers, Norway 2, 3 and 4 respectively refer to learner achievement, learner cognition, and the experience of special needs pupils.

Some findings

In terms of what makes a more positive learning experience for pupils, project Norway1 found that:

- learning is adapted to *individual student need* by providing each student with a work-plan suited to their abilities and aptitudes, and by the use of a
- *variety* of learning methods.

The first of these, individual differentiation, already appears to be an important part of the Norwegian curriculum (in student-centred learning, for example), even if there is no official documentation on learner motivation. Individual differentiation and variety are highlighted further in section 3.4 with regard to what works in motivating learners, from some of the key findings from the literature.

Poland

The Polish questionnaire response highlighted a number of recent government initiatives and a further 11 sources (however, eight of these were published prior to 2000, and so are not listed here).

Table 14 Poland: sources identified in questionnaire response

Source no.	Source
Poland1	The Framework of the School Internal Assessment System (2004)
Poland2	Monitoring change in education: education in lower secondary schools (2003)
Poland3	Research on the quality of the new upper secondary leaving examination (the 'Matura') and on teachers' preparedness for its introduction: recommendations for educational policy (2004)
Poland4	Analysis of the phenomena of aggression and bullying at school (2003)
Poland5	Research into reasons for removing students with behavioural problems from mainstream schools (2003)
Poland6	CZAJKOWSKA, M. (2000). 'Supervision of school results and pupils' motivation', <i>Matemetyka (Maths)</i> .
Poland7	CZAJKOWSKA, M. (n.d.). 'Motivation in the teaching and learning of maths', <i>Rozmaitosci Metodyczne – Matematyka (Methodological Varia – Maths)</i> . (ISSN 1233-7315.)
Poland8	ROSZKOWSKA, M. (2000). 'Descriptive assessment – diagnosis of motivation', <i>Superstudium</i> .

Type of literature

Sources Poland1–5 relate to documentation on government policy, monitoring and research (referred to in Chapter 1). Sources Poland6–8 are research papers.

Issues addressed

The key areas being addressed in the Polish documentation would appear to be:

- **teaching/pedagogy** – the use of *incentives and rewards* (such as financial rewards, national achievement, sporting and cultural awards), *differentiation to the individual* and personal learning needs, learner involvement
- **curriculum and assessment** – effects of *testing and examinations* on young people, *education quality and inspection*; *relevance, variety and range of courses* to suit individual interests
- **school/provision related** – *extra-curricular and out-of-school activities*, visits to theatres etc., provision for the gifted and talented, *school ethos* (relating to bullying)
- **educational issues** – *creativity in education*.

The overarching direction seems to be towards extrinsic motivation, such as through the use of competitions, rewards, provision for special interests, and so on. In this respect, there appears to be a similarity with the sources identified by the Latvian questionnaire response.

Scotland

The key source of literature identified in the Scottish questionnaire response was the Scottish Executive's strategy for curriculum reform.

Table 15 Scotland: sources identified in questionnaire response

Source no.	Source
Scotland1	THE SCOTTISH EXECUTIVE (2004). <i>Ambitious, Excellent Schools</i> [online]. Available: http://www.scotland.gov.uk/library5/education/aesaa-00.asp [15 March, 2005].

Type of literature

Source Scotland1 is government documentation on the education strategy for the next few years.

Issues addressed

Amongst the issues being addressed are:

- **learner related** issues – *self-esteem*, happy and ambitious young people
- issues of **teaching/pedagogy** – better *support for learning*, pace
- **curriculum related** issues – greater *choice* for pupils, *relevance*, *challenge*
- **educational issues** – high expectations, improvements in literacy and numeracy.

A key area to be addressed is the first few years of secondary schooling. The priority is to '*overhaul the curriculum for S1 to S3 (Secondary 1 to Secondary 3, pupils aged 12 to 15 years) to provide more choice for pupils and more time to strengthen literacy and numeracy skills, wherever needed, and to inject greater pace, relevance and challenge to improve motivation and attainment*'.

Definitions of learner motivation

Learner motivation appears to be aligned with ambitions and with attainment.

Singapore

Table 16 Singapore: sources identified in questionnaire response

Source no.	Source
Singapore1	MINISTRY OF EDUCATION (MOE) (n.d.). <i>Education in Singapore</i> [online]. Available: http://www.moe.gov.sg/corporate/pdf/MOE-brochure-7dft.pdf [15 March, 2005]. Highlights the 'Thinking Schools, Learning Nation' (TSLN) initiative
Singapore2	MINISTRY OF EDUCATION (MOE) (2004). 'Speech by Mr Tharman Shanmugaratnam, Minister for Education, at the MOE Work Plan Seminar, 29 September, Ngee Ann Polytechnic Convention Centre' [online]. Available: http://www.moe.gov.sg/speeches/2004/sp20040929.htm [15 March, 2005]. Features mention of the 'Teach Less, Learn More' (TLLM)

	initiative
Singapore3	MINISTRY OF EDUCATION. The Strategies for Effective Engagement and Development (SEED) initiative.
Singapore4	MINISTRY OF EDUCATION (2004). ‘Speech by Mr Tharman Shanmugaratnam, Acting Minister for Education, at the launch of the monograph on Strategies for Active and Independent Learning (SAIL), 25 March, Edutorium, MOE Building’ [online]. Available: http://www.moe.gov.sg/speeches/2004/sp20040325.htm [15 March, 2005].
Singapore5	CHANG SHOOK CHEONG, A. (1997). <i>Report on Motivation and Classroom Behaviour of Normal Technical Students</i> . Singapore: Centre for Educational Research, National Institute of Education (NIECER).

Type of literature

The Singapore questionnaire response highlighted four key initiatives directed at teaching strategies, and one independent research report (although this was published before 2000).

Issues addressed

The key issues being addressed by the Ministry of Education in its initiatives appear to be:

- **teaching/pedagogy** – more effective teaching and learning via more time for strategies associated with *assessment for learning* (e.g. learner reflection, self and peer evaluation)
- **curriculum and assessment** – to focus less on *tests and examinations*
- **educational issues** – developing positive *lifelong learning* attitudes.

Definitions of learner motivation

Learner motivation appears to be aligned with developing positive attitudes towards lifelong learning.

Spain

The Spanish questionnaire response highlighted 23 possible sources on learner motivation, nine of which were published prior to 2000 (these are not listed here).

Table 17 Spain: sources identified in questionnaire response

Source no.	Source
Books	
Spain1	ALONSO TAPIA, J. (n.d.). <i>Motivaciones, Expectativas y Valores Relacionados con el Aprendizaje. Análisis Empírico e Implicaciones para la Mejora de la Actuación Docente en la Enseñanza Secundaria y el Bachillerato</i> . Madrid: Facultad de Psicología., Universidad Autonoma de Madrid.
Magazine articles	
Spain2	‘¿Cómo enseñamos?’, <i>Cuadernos de Pedagogía</i> , 295 .
Spain3	‘Las nuevas tecnologías, una fuente de motivación’, <i>Cuadernos de Pedagogía</i> , 332 .

Spain4	'Monográfico motivación', <i>Aula de Innovación Educativa</i> , 101 .
Websites	
Spain5	<i>Revista Electrónica de Motivación y Emoción</i> (Electronic magazine of motivation and emotion) [online]. Available: http://reme.uji.es/ [15 March, 2005].
Spain6	<i>Educación: de la Práctica a la Teoría</i> [website]. Artículos sobre motivación (articles on motivation) [online]. Available: http://educacion.idoneos.com/index.php/344742 [15 March, 2005].
Spain7	<i>Enciclopedia Virtual de Didáctica y Organización Escolar</i> [website]. Available: http://dewey.uab.es/pmarques/evdioe.htm [15 March, 2005].
Spain8	<i>Centro de Investigación y Documentación Educativa (CIDE)</i> [website]. Available: http://www.mec.es/cide/index.htm [15 March, 2005].
Pedagogical experience / project or teaching & learning description	
Spain9	GIL SALAZAR, R. (n.d.). <i>Internet como Herramienta de Trabajo en la Enseñanza del Español</i> . Jordan: I.E.S. Cervantes de Ammán.
Spain10	NAVARRO, A. (n.d.). <i>Eficacia Pedagógica del uso de Internet para el Aprendizaje de las Matemáticas en los Cursos 3º y 4º de E.S.O.</i>
Spain11	http://www.deberesmatematicas.com/estudio
Educational research	
Spain12	LIMON, M. et al (n.d.) <i>Motivación y Cambio Conceptual: Implicaciones para el Aprendizaje y la Enseñanza de Ciencias Sociales y Naturales en la ESO</i> . Madrid: Facultad de Psicología., Universidad Autonoma de Madrid.
Spain13	MONTERO, I. (n.d.) <i>La Intervención Motivacional en la Escuela Integrada</i> . Madrid: Facultad de Psicología., Universidad Autonoma de Madrid.
Spain14	MATEO MARTINEZ, I. (n.d.) <i>Aprendizaje y Motivación</i> . Madrid: Consejería de educación y cultura.

Type of literature

As Table 17 shows, the type of literature identified covers books, journal articles, websites, practice description and research.

Issues addressed

As highlighted in Chapter 1, learner motivation issues were more pertinent in Spain in the 1990s, than they are currently. Areas covered include:

- **teaching/pedagogy** – to be more suited to *individual students' needs*, to focus on learner improvement and effort in assessment, to pay attention to learner motivation pedagogies in *initial teacher training* and *professional development* of teachers (including teacher awareness of learners' self-image and learning goals)
- **curriculum and assessment** – to provide more *flexibility* and choice for students, and greater real-life *relevance* and *challenge*.

Sweden

One key document has been identified via the questionnaire response from Sweden.

Table 18 Sweden: sources identified in questionnaire response

Source no.	Source
Sweden1	MINISTRY OF EDUCATION AND SCIENCE (2004). <i>Eleven Steps for Improving Upper Secondary Education</i> (Factsheet U04.013) [online]. Available: http://www.sweden.gov.se/sb/d/574/a/23471 [15 March, 2005].

Type of literature

Source Sweden1 outlines the Government's proposed reforms for modernising the current educational frameworks for the upper secondary system.

Issues addressed

The key issue for Sweden, according to this source, is that of *improving participation and completion rates* in the upper secondary phase. This is felt to be important for enhancing the adult life and work opportunities for young people. The proposed educational reforms also cover:

- **learner-outcome related** issues – reducing stress
- **curriculum and assessment** – the introduction of a certificate with educational objectives (for pupils to 'strive for'), enhancing the quality of the individual programme, offering greater *choice and flexibility* of course and site of learning, enhanced *relevance* through modern apprenticeships, greater vocational relevance, greater depth of study to avoid fragmentation of the curriculum experience.

Switzerland

The questionnaire response from Switzerland identified a range of different literature and sources on learner motivation from across the cantons. Over 30 sources were identified.

Table 19 Switzerland: sources identified in questionnaire response

Source No.	Source
Government strategy, reforms, taskforces and action plans	
Switz1	<i>Nationales Forschungsprogramm 33: die Wirksamkeit unserer Bildungssysteme</i> (1999) (a national research programme on the efficacy of the Swiss education system) [online]. Available: http://agora.unige.ch/nfp33/ [15 March, 2005].
Switz2	Websites with information on upper secondary reforms: http://www.evamar.ch http://www.bbw.admin.ch/evamar/dt/index_d.html http://www.bbw.admin.ch/evamar/pdf/Bulletin_EVAMAR_2002-1_dt.pdf

Switz3	UNIVERSITÄT BERN. INSTITUT FÜR PÄDAGOGIK (1999). <i>Lehrabbruch: Problem oder Chance? Eine Broschüre für Behörden, Berufsinspektoren -innen, Lehrmeister -innen, Lehrer -innen und Berater -innen.</i> (Dropping out of Learning: Problem or Opportunity? A booklet for regional administrations, inspectors, teachers and counsellors.) Bern: Institut für Pädagogik.
Switz4	THE SWISS CONFERENCE OF CANTONAL MINISTERS OF EDUCATION (EDK) (2003). <i>Monograph on Teachers and their Position in Society</i> (in German) [online]. Available: http://www.edk.ch/PDF_Downloads/Dossiers/StuB18A.pdf [15 March, 2005].
Switz5	THE SWISS CONFERENCE OF CANTONAL MINISTERS OF EDUCATION (EDK) (2003). <i>Action Plan</i> [online]. Available: http://www.edk.ch/PDF_Downloads/Monitoring/AktionsPlan_d.pdf http://www.edk.ch/PDF_Downloads/Monitoring/AktPlanPISA2000_d.pdf [15 March, 2005].
Switz6	CANTONAL MINISTERS OF EDUCATION OF THE FRENCH-SPEAKING PART OF SWITZERLAND AND THE TICINO (CIIP) (2003). <i>Objectives for Learning in Public Schools</i> (in French) [online]. Available: http://www.ciip.ch/ciip/pdf/1_pecaro.pdf [15 March, 2005].
Switz7	GOVERNMENT OF THE CANTON OF ZÜRICH (2000). <i>Flexibilisierung der Lektionentafeln der Oberstufe</i> (Increased Flexibility in Secondary Timetables). Zürich: Regierungsrat.
Switz8	GOVERNMENT OF THE CANTON OF AARGAU (2003). <i>Motivierungs-Time-out für Schülerinnen und Schüler der Volksschule</i> (Time-out to Encourage Motivation for Primary and Lower Secondary School Pupils). Aargau: Regierungsrat.
Evaluation of government strategy and reforms	
Switz9	MAURER, A. (2004). <i>Evaluation der Maturitätsausbildung im Kanton Bern: Befragung von ehemaligen Mittelschülerinnen und Mittelschülern. Ergebnisse der ersten Befragung</i> (Evaluation of Upper Secondary Education in Berne: Survey of Former Lower Secondary Pupils. Results of the First Questionnaire). Bern: Erziehungsdirektion des Kantons Bern, Bildungsplanung und Evaluation.
Switz10	MOSER, U. and KELLER, F. (2001). <i>Querschnittstudie Oberstufe im Kanton Thurgau: Eine Evaluation der Leistungen und Lernbedingungen auf der Sekundarstufe I</i> (Study of Secondary School Pupils in Thurgau Canton: an Evaluation of Lower Secondary School Pupil Performance and Learning Conditions). Zürich: KBL.
Switz11	MAYER, B. (2001). <i>Die Schweiz auf dem Weg zur Wissensgesellschaft: eine Zwischenbilanz: Länderbericht Schweiz für das OECD-CERI-Regionalseminar, Esslingen</i> (Switzerland on Track Towards the Learning Society: an Interim Review. Country Report for Switzerland for an OECD Seminar, Esslingen). Bern : Amt für Bildungsforschung.

Learning-related (these articles refer to how children learn, desire to learn, and so on)	
Switz12	BUFF, A. (2004). 'Warum lernen sich Schülerinnen und Schüler? Eine explorative Studie zur Lernmotivation auf der Basis qualitativer Daten (Why do Pupils Learn? An Explorative Study of Learner Motivation based on Qualitative Data)', <i>Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie</i> (Developmental and Pedagogical Psychology).
Switz13	KELLER, G. (2003). <i>Ich will nicht lernen! Motivationsförderung in Elternhaus und Schule</i> (I Don't Want to Learn: Encouraging motivation at home and school). Bern: Huber.
Switz14	MÜLLER, A. (2002). <i>Wenn nicht ich...? Und weitere unbequeme Fragen zum Lernen in Schule und Beruf</i> (If I Don't.....? And Other Uncomfortable Questions on Learning in School and at Work). Bern: h.e.p.- Verlag.
Switz15	NEUENSCHWANDER, M. et al (2004). <i>Eltern, Lehrpersonen und Schülerleistungen: Schlussbericht, 30 June</i> (Parents, Teachers and Pupil Achievement: Final Report, 30 June). Bern: Lehrerinnen- und Lehrerbildung.
Switz16	RAMSEIER, E. (2004). <i>Motivation als Ergebnis und als Determinante schulischen Lernens: eine Analyse im Rahmen von TIMSS</i> (Motivation as a Result and Determinant of School Learning: an Analysis based on TIMSS). Zürich: University of Zürich. Academic dissertation.
Research projects and publications in specific fields	
Gender/co-education (the following studies focus on the motivation of female learners in mathematics and science subjects)	
Switz17	CORADI VELLACOTT, M. et al. (2003). <i>Keine Lust auf Mathe, Physik, Technik?: Zugang zu Mathematik, Naturwissenschaften und Technik attraktiver und geschlechtergerecht gestalten</i> (No Interest in Maths, Physics, Technology? How to Make Mathematics, Science and Technology more attractive and gender specific). Aarau : SKBF.
Reading competencies (the following articles and studies focus on learner motivation in reading comprehension)	
Switz18	AEBY, S. (2004). <i>Récréature: Evaluation d'un Programme Intensif d'Enseignement - Apprentissage de la Lecture Destiné à des Elèves de 8e Année en Grande Difficulté</i> (Evaluation of an intensive programme for the teaching and learning of reading for 13- to 14-year-olds experiencing severe difficulties). Neuchâtel: IRDP.
Switz19	BUCHER, P. (2002). 'Lesen: Kompetenz, Motivation, Verhalten: Eine Umfrage unter Lehrern und Schülern (Reading: Ability, Motivation, Behaviour: A Survey of Teachers and Pupils)', <i>Bildung und Erziehung</i> , 138 , 69.
Switz20	JUGEND LITERATUR: ZEITSCHRIFT DES SCHWEIZERISCHEN BUNDES FÜR JUGENDLITERATUR (Literature for Youth Magazine) (2002). 'Leseförderung [Dossier] (Dossier on encouraging reading)', <i>Jugend Literatur</i> , 4 , 2–8.
Switz21	BILDUNG SCHWEIZ (Education in Switzerland) (2002). 'PISA [Dossier] (Dossier on PISA)', <i>Bildung Schweiz</i> , 16 , 10–18.

Switz22	VELLAS, E. (2004). 'La lecture (2): le goût de lire (Reading: a taste for reading: dossier)', <i>Educateur</i> , 4 , 5-20, 32-4.
Foreign language learning (these articles and studies focus on learner motivation in foreign language learning)	
Switz23	FORUM DU BILINGUISME (Bilingualism Forum) (2000). 'Professional Development [Dossier]', 3 , February.
Switz24	STÖCKLI, G. (2004). <i>Motivation im Fremdsprachenunterricht. Eine theoriegeleitete empirische Untersuchung in 5. und 6. Primarschulklassen im Unterricht in Englisch und Französisch</i> (Motivation in Foreign Language Teaching: a Theory Led Empirical Study of Pupils Studying English and French in the Final Two Years of Primary Education). Aarau: Sauerländer.
Last year of compulsory schooling (Year 9, age 15) (these articles and studies focus on learner motivation in the last year of lower secondary school, and choices for next steps)	
Switz25	FANKHAUSER, S. (2002). <i>Le Projet Pilote de 9e Année: de la Théorie à la Réalité</i> (The 9 th Year Pilot Project: from Theory to Reality). Berne: ORP.
Switz26	DAVAUD, C. and HEXEL, D. (2003). <i>La Nouvelle Maturité Gymnasiale: Orientation et Intérêts des Elèves de 4e</i> (The new Upper Secondary Leaving Certificate: Orientation and Interests of 16-year-olds). Geneva: DIP (Educational Research Services).
Feeling at ease at school (the following articles and studies focus on the well-being of learners at school)	
Switz27	HASCHER, T. (2004). <i>Wohlbefinden in der Schule</i> (Wellbeing in School). Münster: Waxmann.
Switz28	YERLY, C. (2003). 'Le plaisir d'apprendre (the pleasure of learning)', <i>Educateur</i> , 7 , 5-17.
Switz29	ZUGER SCHULINFO (2003). 'Gute schule - kinder und jugendliche haben das wort' (Good schools – children and young people hold forth) [Dossier]', <i>Zuger Schulinfo</i> , 3 , 1-16.
Vocational education (the following studies focus on the motivation of students in vocational schools)	
Switz30	FICZA, T. (2003). <i>Evaluation Pilotprojekte: zweijährige berufliche Grundbildung mit Attest: Zwischenevaluation</i> (Evaluation of the Pilot Projects for two-year Basic Vocational Education with Certification: Interim Evaluation). Bern: SBBK.
Switz31	FICZA, T. (2004). <i>Evaluation Pilotprojekte: zweijährige berufliche Grundbildung mit Attest: Schlussbericht</i> (Evaluation of the Pilot Projects for two-year Basic Vocational Education with Certification: Final Report). Bern: SBBK.
Switz32	GNAEGI, P. (2000). 'Motivation et apprentissage (Motivation and apprenticeship)', <i>Gymnasium Helveticum</i> , 5 , 30-5.
Switz33	KRAMER, C. (2001). 'Lernmotivation in der kaufmännischen Ausbildung aus der Perspektive von Auszubildenden unterschiedlicher Berufe (Learner motivation in business education)', <i>Schweizerische Zeitschrift für kaufmännisches Bildungswesen</i> (Swiss Review of Business Education), 5-6 , 194-217.

Switz34	SOUSSI, A. (2001). <i>Opinions et Représentations des Apprentis de Suisse Romande à Propos de l'Apprentissage, leur Manière d'Apprendre et leur Motivation</i> (Apprentices' Opinions of their Apprenticeship, their Methods of Learning and their Motivation). Geneva: SRED.
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Type of literature

The type of literature highlighted by the Swiss response covers the range of government/canton-level educational strategy, objectives, taskforce and action plan documentation; strategy evaluation commissioned by the government; government/canton-level initiatives and evaluation; government projects; government commissioned research; and academic research papers (empirical and theoretical).

Issues addressed

A raft of issues are being addressed in Switzerland. These map onto the chief areas of curriculum and pedagogy, in similar ways as reported in Chapter 3, as shown below:

- **learner-related** – achievement motivation and *learners' own goals, gender issues* (especially females' learning in maths and science)
- **teacher/pedagogy related** – teaching in *smaller groups* related by interest, classroom conditions for learning, *learner involvement/freedom* in choosing projects
- **curriculum and assessment related** – greater *flexibility and choice* in upper secondary, vocational relevance
- **school/provision related** – provision for *gifted and talented* students in vocational schools, site of education/provision for school exclusions
- **educational issues** – *participation rates/drop-out prevention* in upper secondary, reform of upper secondary education, attitudes to school ('school satisfaction'), educational ethos and wellbeing of learners at school, vocational education, specific subject areas of first language and foreign language learning (including raising standards in reading and literacy).

USA - Kentucky

One key document was identified in the questionnaire response from Kentucky, USA.

Table 20 USA (Kentucky): sources identified in questionnaire response

Source no.	Source
USA1	The website of the Arts Education Partnership, which offers links to information about the arts and motivation in the 'Critical Links' publication and 'Champions of Change'. Available online at: http://www.aep-arts.org/

Note: Reference to this particular publication/website was probably made as our current INCA contact in Kentucky is a specialist arts advisor.

Type of literature

Source USA1 is a website for the Arts Education Partnership – a network of partner organisations that demonstrates and promotes the role of the arts in learning and development for children, and in school improvement.

Issues addressed

The key issues addressed by the Arts Education Partnership, and more generally with regard to learner motivation, is the learner's *active engagement* in the classroom. The arts are seen to enhance hands-on learning and provide emotional engagement. A definition of learner motivation in USA (Kentucky) would therefore seem to tend towards **engagement and participation** – *in a lesson / in a task*.

Chapter 3 – A review of the range and type of literature on learner motivation

3.1 Introduction

This chapter considers the second set of aims and questions posed for this INCA probe:

- What is the important literature on learner motivation? What information does this literature provide about the existence of any government initiatives aimed at learner motivation? How is learner motivation defined and measured in the literature? What themes are there in the findings for how learners are motivated?

Section 3.2 outlines the aims of the review and the search methods employed. Section 3.3 provides an overview of the range and scope of the literature identified in the searches conducted by the NFER library. The identified literature is mapped according to its date of publication, the country in which the work was undertaken, and the type of literature published. Section 3.3 also discusses the foci in the research in terms of the issues being addressed, and the various definitions of learner motivation presented in the literature.

Section 3.4 presents an initial scoping of the themes and issues emerging in the literature findings, as identified from information available in abstracts or downloadable documentation from the internet. Any further analysis of the actual findings would be possible in an in-depth review, and could form the focus of an INCA thematic study into learner motivation.

The chapter concludes with an overview in section 3.5 of the links between the identified literature and government policy and initiatives – as documented in Chapters 1 and 2 of this report.

3.2 Aims and methods

This review aims to identify the range and scope of the literature on learner motivation in school education (three to 19-year-olds) across the INCA¹⁰ and Eurydice network countries¹¹. The literature considered for this part of the probe includes sources identified from:

¹⁰ Australia, Canada, England, France, Germany, Hungary, Ireland, Italy, Japan, Korea, the Netherlands, New Zealand, Northern Ireland (forthcoming), Scotland, Singapore, Spain, Sweden, Switzerland, the USA and Wales.

¹¹ Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Netherlands, Norway, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, Turkey, United Kingdom.

- database search results (references and abstracts) of literature published between 2000 and 2005, from a range of educational and sociological databases
- some of the questionnaire responses from INCA and Eurydice contacts (as listed in Chapter 2)
- a search of relevant websites and downloadable documentation (identified in the questionnaire responses or from hand-searches of other literature).

The review considered the scope of the literature by examining the main themes and foci evident in the abstracts of the relevant publications in this field. A selection of sources was obtained so as to help illustrate the range of literature in this area.

A detailed selection of search terms and key words was employed (see Appendix A), to identify the range of work in this area, and to establish how the research could be categorised. The searches considered literature and research undertaken in the INCA and Eurydice network countries, published in the English language, from 2000 onwards. Some international comparatives across the countries were also examined.

3.3 *The literature: range and scope*

This section provides an overview of the range and scope of the literature, as identified in the database of searches, according to:

- volume of sources
- date of publication
- country in which the work was undertaken
- type of literature
- foci, in terms of the issues being addressed or considered
- definitions of learner motivation
- how learner motivation is measured
- age-range or phase of education
- curriculum subject area
- target group.

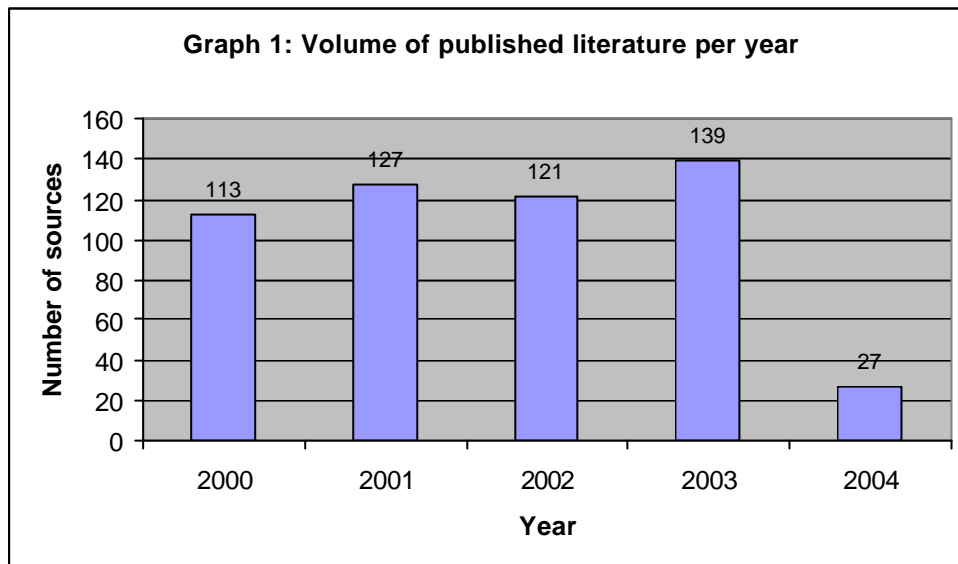
Volume of sources (as identified in the literature database searches)

A total of 779 ‘hits’ were identified as relating to learner motivation as a result of the literature database searches carried out. From these, 527 sources were categorised as being of potential interest to the review. (This takes account of double hits of the same reference within and across the databases. It excludes sources that related to learner motivation outside of school, such as in colleges of further education, specific pre-school settings, adult education, private music lessons, etc.)

Thirty-three of these sources were obtained to help illustrate learner motivation in the themes identified, and in order to examine the relationship with government policy. Other sources were also downloaded from the internet.

Date of publication

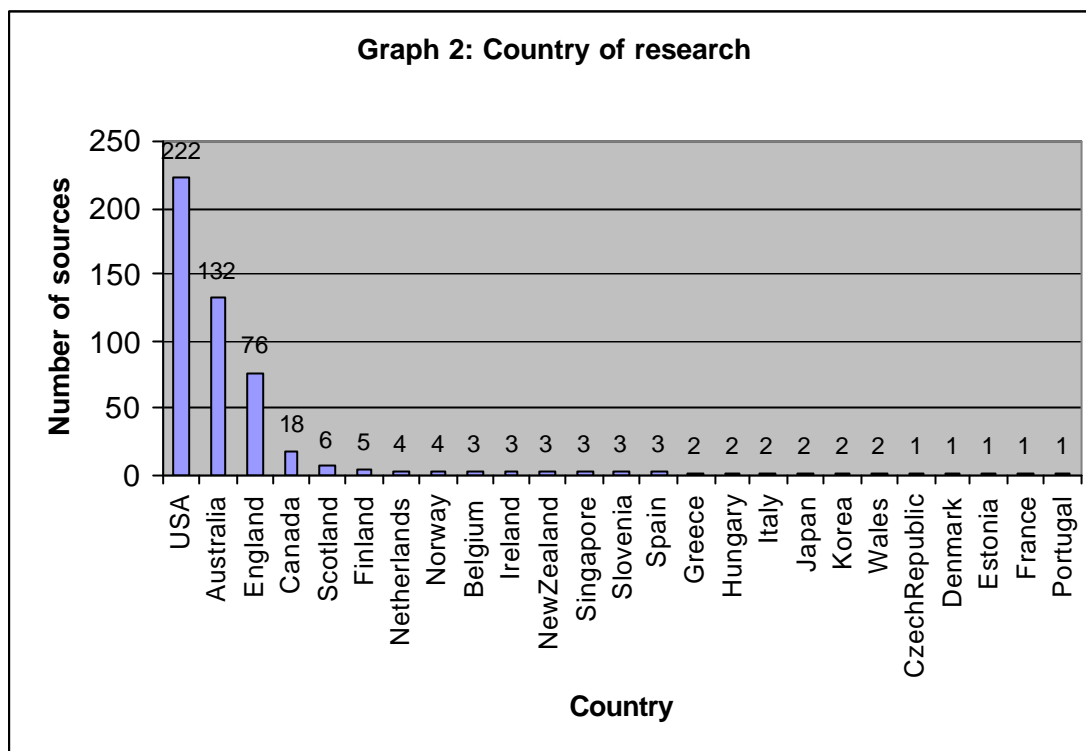
The literature searches specified the publication dates 2000–2005 (literature published before 2000 was excluded). Approximately equal proportions of the sources identified have been published in each of the years 2000, 2001, 2002 and 2003. Fewer publications were identified from 2004. This smaller volume of identified sources in 2004 is most likely due to a time-lag in entry on to databases for the most recently published work. Graph 1 shows the volume of literature published in each year under investigation.



Source: *NFER database of sources identified for learner motivation categorisation.*

Country

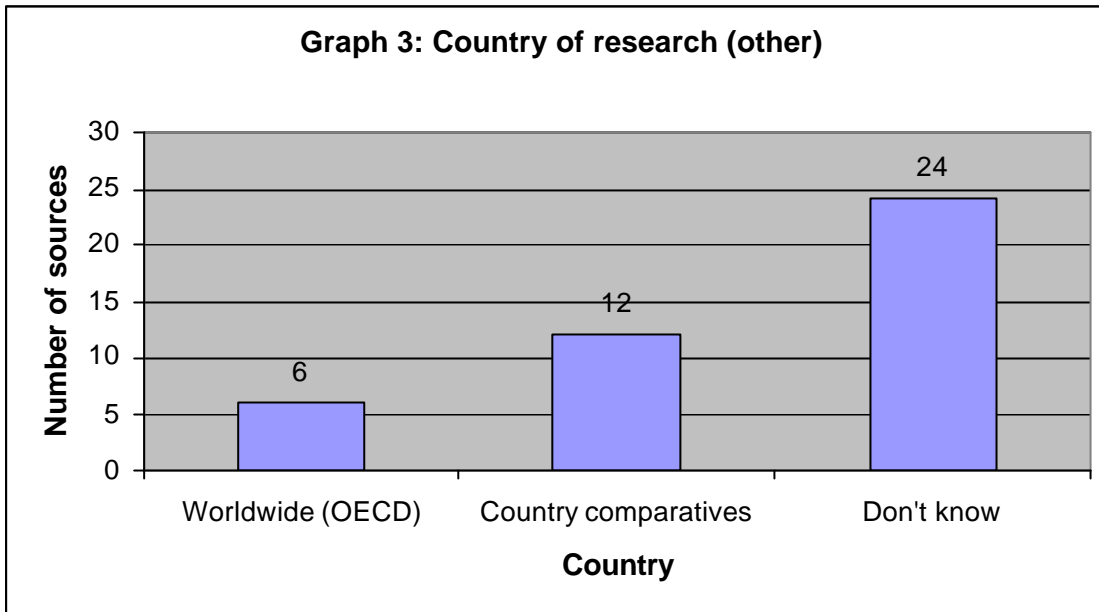
Much of the identified literature on learner motivation has been undertaken in the USA, Australia and England (or UK). However, a bias towards the criteria for publication in the English language should be noted here. Also of note is the fact that, where databases have not specified a country indicator, entries have been presumed to pertain to the USA for the ERIC database, England or the UK for the BEI database, and Australia for the AEI database. (Further details of the databases searched are provided in Appendix A.) Graph 2 shows the volume of sources identified across the different INCA countries (that is, the work undertaken in those countries).



Source: NFER database of sources identified for learner motivation categorisation.

Countries not identified through the literature searches of databases include: Austria, Bulgaria, Cyprus, Germany, Iceland, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Poland, Romania, Slovakia, Sweden, Switzerland. (However, questionnaire responses identified literature from the following countries: Austria, Germany, Latvia, Liechtenstein, Lithuania, Poland, Sweden, Switzerland. See Chapter 2 for further details.)

In addition to the identification of literature sources by country, as shown above, the literature involving country comparatives (with at least one of the INCA or Eurydice network countries), and some pertaining to the Organisation for Economic Cooperation and Development (OECD) countries was also categorised. In a number of instances it was not possible to tell where the research had been undertaken (see Graph 3 below).



Source: NFER database of sources identified for learner motivation categorisation.

Examples of cross-country studies (OECD and country comparatives) are shown in the boxes below.

Examples of OECD studies
<p>A number of Organisation for Economic Cooperation and Development (OECD) studies have considered learner motivation across and within OECD countries. Topics that have been considered include motivation for lifelong learning (OECD, 2000 – see below); student achievement (such as studies in the Programme for International Student Assessment (PISA), including OECD, 2000, which looks at how students approach learning as well as how they perform); Artelt <i>et al.</i>, 2003, which looks at specific aspects of student engagement in school life, and Coles, 2003, which examines whether qualifications act as incentives for lifelong learning.</p>
<p>ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) (2000). <i>Motivating Students for Lifelong Learning</i>. Paris: OECD.</p> <p>This report studies eight countries – Denmark, Finland, Iceland, Ireland, Japan, Korea, Norway, and the United Kingdom – and examines how students can be encouraged to become lifelong learners. Part I discusses the nature of learner motivation, some key literature and government policies and initiatives to improve motivation for lifelong learning. Part II offers country comparatives and case studies.</p>

Examples of country comparatives

The countries identified in the 'country comparative' literature include: country comparatives between the USA and one of the UK, Australia, Denmark, Hungary or Korea; country comparatives between Australia and other far Eastern/Pacific areas; and a comparative study of Canada and Scotland.

The topics investigated through country comparison cover three main areas:

Cultural differences in learner attitudes, such as:

ELLIOT, J. (2001). 'Motivation in the junior years: international perspectives on children's attitudes, expectations and behaviour and their relationship to educational achievement', *Oxford Review of Education*, **27**, 1, 37–68.

Cultural differences in educational contexts, such as:

NIKOLOV, M. (2000). 'Early modern languages programmes in Hungary', *Learning Languages*, **6**, 1, 4–12.

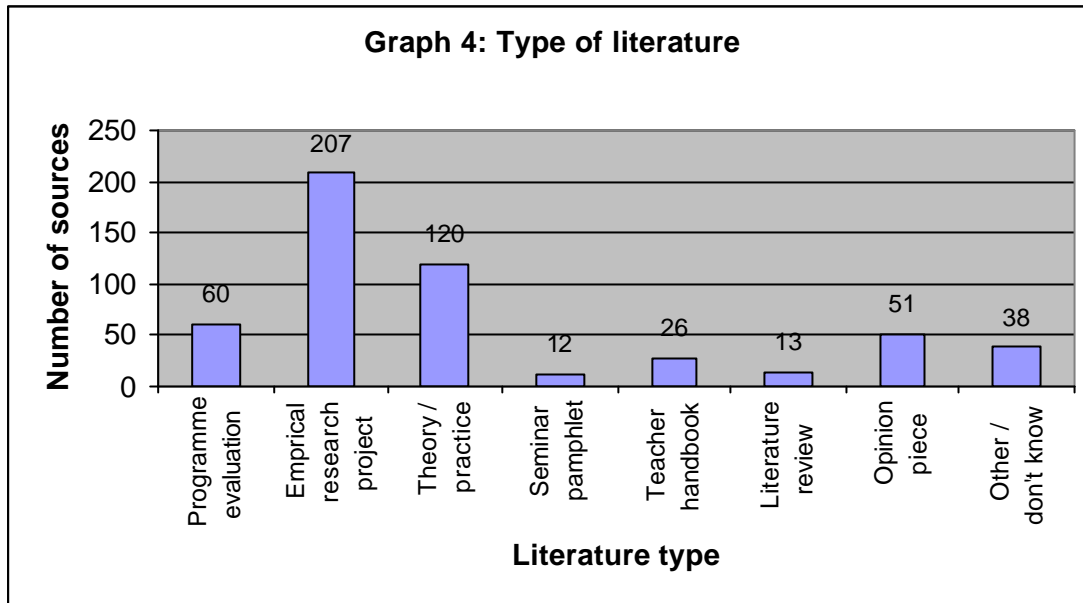
Pedagogical differences in the classroom, such as:

LIM, D.H (2004). 'Cross cultural differences in online learning', *Educational Media International*, **41**, 2, 163–73.

Topics in the literature are classified further in a section below, under the heading 'Foci of the literature'.

Type of literature

The sources were categorised according to the type of literature identified. For example, was it an evaluation of a particular programme or project; was it an empirical research paper, perhaps based on a survey or case study; or did the paper discuss theoretical or practical models of motivation? Graph 4 shows the various classifications of the type of literature identified.



Source: *NFER database of sources identified for learner motivation categorisation.*
 (Further break-down and categorisation of the literature and the range and types of methodologies employed would be possible in any further INCA review for which full sources were obtained.)

The type of literature identified in the searches revealed a substantial number of empirical research projects and papers published in this field. Research based on data collected from or about young people, for example through surveys, case studies, motivation testing and so on, was categorised here.

Other research aimed to discuss theoretical and practical aspects of learner motivation as well as motivation techniques, and this type of work constituted another substantial portion of the literature (the category entitled ‘theory/practice’).

In addition, specific programmes, initiatives and projects linked to learner motivation have been evaluated. A small proportion of these related to government education policy and initiatives, whilst others referred to state-level or other body’s programmes. Most of this type of literature, however, related to smaller scale, one-school projects, taking the form of action research or using specific project and intervention materials. The example box below illustrates the range of programme evaluations identified.

Examples of programme evaluations

Evaluation of government initiative/policy

SHARP, C., BLACKMORE, J., KENDALL, L., GREENE, K., KEYS, W., MACAULEY, A., SCHAGEN, I. and YESHANEW, T. (2003). *Playing for Success: an Evaluation of the Fourth Year* (DFES Research Report 402) [online]. Available: <http://www.dfes.gov.uk/research/data/uploadfiles/RR402.pdf>

The report evaluates the results of the fourth year of the 'Playing for Success' initiative which provides Study Support Centres located in professional football clubs and other sports venues. The Scheme was initiated as a partnership between the Department for Education and Skills (DfES), the Football Association, the Premier League, the Nationwide League, individual clubs and local education authorities. The programme uses sport to promote work and standards in literacy, numeracy and ICT.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS (CCSSO) (2001). *Students Continually Learning: a Report of Presentations, Student Voices and State Actions*. Washington, DC: CCSSO.

The Council of Chief State School Officers (CCSSO) is a US nationwide non-profit organisation of heads of state departments of elementary and secondary education. The CCSSO provides leadership on major education initiatives. In 1999, CCSSO instigated the initiative 'Students Continually Learning', which focused on three issues: early development and school readiness, extended time to learn to ensure that all students achieve standards, and student motivation.

Evaluation of state level initiative/policy

LOWE, K. and TASSONE, J. (2001). 'Aboriginal Career Aspirations Program: school and community career education. A report and discussion on a New South Wales Board of Studies project.' Paper presented at the Annual Conference of the Australian Association for Research in Education, Fremantle, 2-6 December, [online]. Available: <http://www.aare.edu.au/01pap/low01351.htm> [15 March, 2005].

A pilot programme in New South Wales (Australia) aimed to engage Aboriginal students in the education process by making school more interesting and relevant to them specifically. The project used career education and Aboriginal perspectives to achieve these objectives. The development of aspirations within students was central, and it was hoped that raising Aboriginal students' awareness of careers and the role of education and training in relation to employment would increase their attendance and retention.

GRACE, B. (2001). 'Apprentices at school', *Australian Training Review*, **38**, 15-17.

This paper evaluates a vocational education and training (VET)-in-schools programme running in Queensland secondary schools. The programme gives Year 11 and Year 12 students (aged 16-18) the option of starting an apprenticeship or traineeship while still completing their senior school certificate. They gain an Overall Position (OP) score (for higher education entry) and are paid for the time they spend at work. The on-the-job training aims to enable students to see the practical relevance of their education, to boost their self-esteem, and to motivate them consequently to perform better at school.

Evaluation of other body's initiatives/programmes

GLENN, J.L. (2000). *Environment-Based Education: Creating High Performance Schools and Students* [online]. Available: <http://www.neetf.org/pubs/NEETF8400.pdf> [15 March, 2005].

The National Environmental Education and Training Foundation (NEETF) commissioned the North American Association for Environmental Education (NAAEE) to investigate environment-based education programmes in the nation's schools. The report presents case studies of schools in Texas, North Carolina, Wisconsin, Minnesota, Kentucky, and Florida that are using the environment to motivate students to learn and bring new life and meaning into their school experience. There is evidence that, compared with traditional educational approaches, environment-based education improves academic performance across the curriculum.

Evaluation of smaller scale projects or programmes

In one school:

HALE, B., RENNEBERG, L. and PETTIFORD, J. (2003). 'Waniassa school student pathways program', *ACT Teacher*, **3**, 6, 19–22.

Waniassa School is piloting an Individual Student Pathways Program (ISP) for all Year 9 and 10 students (aged 14-16). The school's ISP Program is about providing support, mentoring and a framework for Year 9 and 10 students to build a graduation portfolio that demonstrates their capacities as lifelong learners, resilient, responsible and actively engaged citizens and contributors to the world of work.

Specific project:

KOSZALKA, T.A., GRABOWSKI, B. and KIM, Y. (2002). 'Designing web-based science lesson plans that use problem-based learning to inspire middle school kids: KaAMS (Kids as Airborne Mission Scientists).' Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans 1-5 April.

This article describes the KaAMS project (Kids as Airborne Mission Scientists) – an example of Problem-Based Learning which was designed to help teachers inspire middle school students in science, maths, technology, and geography. The children participate as scientists investigating environmental problems using NASA (National Aeronautics Space Administration) aeronautics and remote sensing data. Twelve lesson plans were developed and tested in the classroom. The paper concludes that, through their high quality materials, NASA can make an impact on science in the classroom which, in combination with KaAMS strategies, can change teaching practice and develop students' awareness of the importance of and strategies for conducting 'good science'.

Teacher handbooks and guides seemed especially prevalent in the US literature (23 of the 26 items identified here pertained to the USA; three pertained to Australia).

Examples of teacher handbooks and guides

ABERNATHY, R. and REARDON, M. (2002). *HotTips for Teachers: 30 Steps to Student Engagement*. Chicago, IL: Zephyr Press.

This book aims to show teachers how to reclaim their students' attention, help them absorb information and stay on task. Three parts focus on: (1) 'HotTips for Opening the Lesson' (such as filling the room with posters, asking opening questions, getting visual, previewing coming attractions); (2) 'HotTips for Conducting the Lesson' (such as speaking to the best self, picking up the pace, promoting intelligent student engagement, dramatising the point, putting content in motion, engaging the heart, eliciting thinking, drawing on guided peer teaching, and celebrating success); and (3) 'HotTips for Closing the Lesson or Unit' (interviewing the expert, pop quizzes, and going walkabout).

BURDEN, P.R. (2000). *Powerful Classroom Management Strategies: Motivating Students to Learn*. Thousand Oaks, CA: Corwin Press, Inc.

This book describes effective motivational strategies for the classroom which aim to increase student learning and decrease classroom management problems. It bridges the gap between theory and practice with useful applications of motivation theory. It includes specific strategies for motivating students (including hard-to-reach students), case studies and vignettes, reflective chapter-end questions, and websites for additional resources.

A number of literature reviews have been sourced. However, it should be noted that most of these involve reviews within a publication, providing context for further discussion or analysis, rather than being separate, free-standing documents. Two reviews on themes broader than motivation alone have been identified; as well as more focused syntheses in the area of motivation (one systematic review, and two on specific aspects of learning motivation). These are outlined in the example box below.

Examples of literature reviews

LORD, P. and JOHNSON, A. (forthcoming). *Pupils' Experiences and Perspectives of the National Curriculum and Assessment: Updating the Research Review 2003-2004*. (Research Report) [online]. Available: http://www.qca.org.uk/254_1956.html.

This review considers the UK literature on pupils' experiences of the curriculum. The theme of enjoyment includes literature which refers to pupils' engagement with the curriculum and their motivations towards particular subject areas.

MARZANO, R.J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, VA: ASCD.

This review synthesises research over the last 35 years and contains 601 references. Focusing on student achievement, it considers school-, teacher- and student-level factors associated with student achievement. Students' motivation to learn and succeed is considered within the literature.

HARLEN, W. and DEAKIN CRICK, R. (2002). *A Systematic Review of the Impact of Summative Assessment and Tests on Students' Motivation for Learning* (EPPI-Centre Review). London: EPPI-Centre.

This review identifies and synthesises the research evidence on the impact of summative assessment on motivation for learning. After applying systematic criteria, 19 studies were identified as directly relevant to the review (from a possible 183 potentially relevant studies).

OLDFATHER, P. (2002). 'Learning from students about overcoming motivation problems in literacy learning: a cross-study analysis and synthesis', *Reading and Writing Quarterly: Overcoming Learning Difficulties*, **18**, 4, 343–52.

This review is presented as a two-part mini-themed issue of this journal. It focuses on synthesising six particular articles on learner motivation in literacy, with the aim of developing theories of intrinsic motivation.

KLASSEN, R. (2001). 'Writing in early adolescence: a review of the role of self-efficacy beliefs.' Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, 10-14 April.

This synthesis focuses on 16 specific research studies – on learners' views of themselves as writers and their actual writing performance.

Foci of the literature

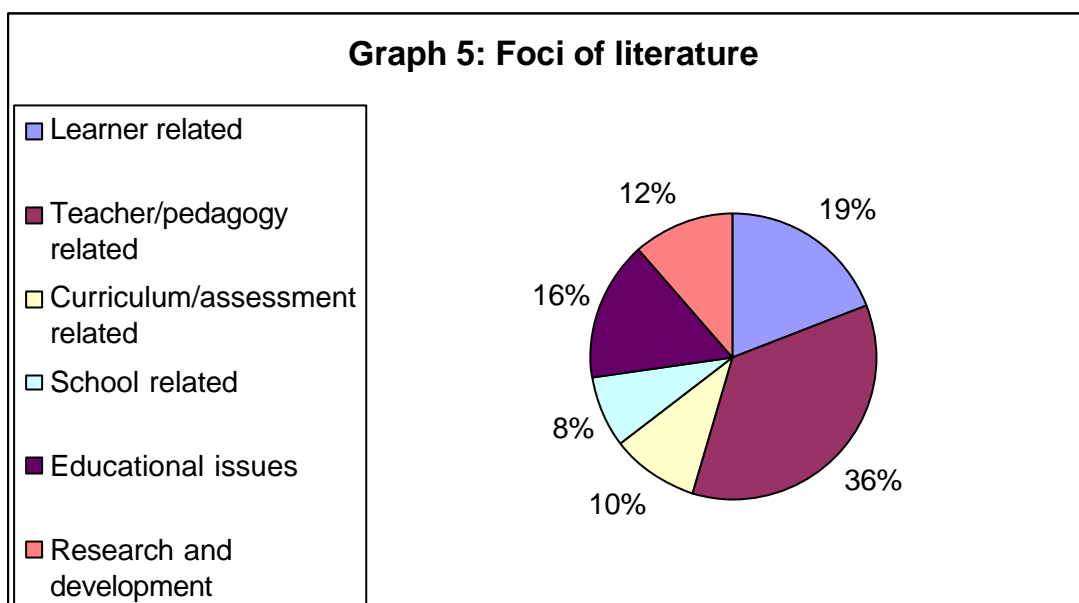
The foci of the literature were examined. The issues being addressed were classified according to various levels:

- Learner-related issues
- Teacher/pedagogy-related issues
- Curriculum and assessment related issues
- School-related issues.

A further two categories were created for literature relating to:

- Educational debates/issues (such as under-achievement, drop-out/early leaving)
- Research and development issues.

Graph 5 shows the proportions of the literature concerned with the different issues being addressed. (Literature could relate to more than one category. Consequently, the results are presented as a proportion of the identified categories, rather than by number of sources.)



Source: *NFER database of sources identified for learner motivation categorisation.*

Learner-related issues

A learner-related focus accounted for about a fifth of the issues addressed in the learner motivation literature. Foci include: learners' social backgrounds and individual characteristics, gender issues, learners' ability, learners' learning styles and preferences, child development and psychological factors.

Teacher/pedagogical related issues

The category of teacher/pedagogy accounted for over one third of the issues considered in the learner motivation literature. Foci include: teacher role, teacher characteristics, teaching method or approach (including size and type of groupings, level of choice, flexibility and autonomy), teacher-pupil relationship and support, use of ICT in teaching approach, use of incentives and rewards, classroom environment and classroom management.

Curriculum and assessment related issues

Curriculum and assessment provided the foci for about ten per cent of the issues being addressed in the learner motivation literature. Topics include: whether the curriculum is relevant and engaging for learners, the level of challenge in the curriculum, the flexibility of the curriculum, and the effects of assessment on young people.

School related issues

Just under ten per cent of the issues in the learner motivation literature focused at school level. Examples include: parent-school relationship, type of school/provision, school culture and ethos, type of learning pathway offered, transition and transfer, and school improvement and effectiveness.

Educational issues

In addition to the above topics, the kinds of educational issues addressed in the learner motivation literature include: achievement/underachievement, retention/drop-out/early leaving, access to education, lifelong learning (and human, economic and

cultural capital), creativity in education, and literature set in the context of educational or cultural reform.

Research and development

The literature focusing on research and development covered: the development of motivation models and theories, curriculum development, and the development of educational material.

Examples of foci in the literature

Learner-related

BARTZ, D. and MATHEWS, G. (2001). 'Enhancing students' social and psychological development', *Here's How*, **19**, 2, 1-4.

This article focuses on the learner attributes and experiences which might contribute towards learners' social and psychological development, in particular their self-esteem, achievement motivation, social skills, coping skills, and aspirations. The study found that learners with good social skills, coping skills and high aspirations were more likely to: develop friendships, work cooperatively with classmates and teachers, be tolerant of others' views, overcome difficult situations, and develop their ideas and plans for future careers and adult life.

LOZANO, A.B., UZQUIANO, M.P., BLANCNO, J.C., RAMOS, S.S., MARIA, A., MUNOZ, C. and CANOSAL, S.S. (2003). 'Learning approaches, academic achievement and gender in Spanish compulsory secondary education pupils: a differential analysis' [Enfoques de aprendizaje, rendimiento academico y genero en alumnos de educacion secundaria (eso): un analisis diferencial], *Psicologia-Educacao-Cultura*, **7**, 1, 24-43.

This study focuses on the learning approaches which students adopt when carrying out learning tasks and study. It was part of an ERDF Project relating to learning approaches, motivation and learning strategies adopted by second and fourth year secondary education students in Spain (aged 13-14 and 15-16 respectively). The results showed that high achieving pupils tended to adopt deep and mixed meaning-orientated motivational approaches, whereas underachievers tended to adopt learning and motivational approaches of a superficial nature.

Teacher/pedagogical issues

Teacher-pupil support

MARGOLIS, H. and McCABE, P.P. (2003). 'Self-efficacy: a key to improving the motivation of struggling learners', *Preventing School Failure*, **47**, 4, 162-9.

This article explains how teachers can strengthen the self-efficacy of students who are struggling academically and increase their motivation for schoolwork. Instructional principles include linking new work to recent successes, teaching needed learning strategies, reinforcing effort and persistence, stressing peer modelling, and helping students create personally important goals.

Classroom environment

OGINSKY, T. (2003). *Supporting the Development of Intrinsic Motivation in the Middle School Classroom*. Lansing, MI: EDRS.

This study involved a sixth grade math class (aged around 11-12). A literature review indicated that, where students perceive their classroom as safe, supportive of their autonomy and of their learning, intrinsic motivation increases. With this in mind, the author created a study to examine connections between positive, non-controlling feedback and students' views

and motivational attitudes. The study further examined whether allowing choice in assignments would increase intrinsic motivation as evidenced by assignment completion rates and an increase in a desire to complete assignments. It also explored whether sharing content standards and benchmarks with students and asking them to write their own goals (that is, supporting autonomy), would increase students' learning and intrinsic motivation. Measures used included pre- and post-tests and self-assessments of the desire to learn.

Curriculum and assessment

Relevance

HOGARTH, S., LUBBEN, F. and CAMPBELL, B. (2000). 'Contextualising the physics curriculum: learners' perceptions of interest and helpfulness.' Paper presented at the British Educational Research Association Annual Conference, Cardiff University, 7-10 September [online]. Available: <http://www.leeds.ac.uk/educol/documents/00001509.htm> [15 March, 2005]

This article discusses Salters Horners Advanced Physics (SHAP) – a context-led physics course. Students from 10 schools following SHAP were asked to identify the most and least interesting contexts and how these influenced their motivation. Contexts were deemed interesting where they related to contemporary situations, important discoveries, the students' personal experiences, or led to explanations of natural phenomena or the functioning of artefacts. A quarter of the choices related to learning strategies and the way in which physics concepts were developed. Students stated that interest in a context motivated them to study and to understand the concepts involved. The main reason for selecting contexts as least interesting related to the difficulty of the physics. It is concluded that the presentation of the SHAP syllabus as a contextualised curriculum motivated students and so aided their learning. It is recommended that one way of making science more accessible is for curriculum developers to incorporate contexts with a mix of the appealing characteristics identified.

Integrated or thematic curriculum

LANE, D., HEALEY, D. and PAYNE, P. (2003). 'Thinking together: exploring an integrated approach to teaching and learning in the middle years at Dubbo College South Campus', *Scan*, **22**, 2, 14–19.

This article discusses an integrated learning programme for Year 7 pupils (aged around 12) developed at a New South Wales secondary school. It was designed to revitalise the importance and value of the junior secondary years. The article discusses assessment in an integrated curriculum and leadership of the project, which involved teacher volunteers, the teacher librarian and the school.

The impact of assessment on learners

SMITH, L. and SINCLAIR, K.E. (2000). 'Transforming the HSC: affective implications', *Change: Transformations in Education*, **3**, 2, 67–79.

This research was undertaken in the light of changes to the role and form of the Higher School Certificate (HSC) in New South Wales. The study focuses on students' motivations and goal orientations and their experiences of negative affective responses (such as stress, anxiety and depression) to the HSC. The study was conducted with a sample of Year 11 and 12 students (aged 16-18) at a Sydney comprehensive high school. On average, more than 40 percent of Year 12 students and 25 percent of Year 11 students reported symptoms of depression, anxiety and stress which fall outside normal ranges. Significantly more females reported these symptoms. Performance-avoidance goals were significantly and positively correlated with mastery for female students. These results are discussed in light of government changes to curriculum and assessment that attempt to enhance student achievement.

School related

Site of education/type of provision

SHARP, C., POCKLINGTON, K. and WEINDLING, D. (2002). 'Study support and the development of the self-regulated learner', *Educational Research*, **44**, 1, 29–41.

This article reports on the use of study support centres (including after-school centres). Over 150 students and 60 staff in British secondary schools identified reasons for using study support centres: enjoyment, help with learning, absence of disruptive students, atmosphere, working with friends, and better environment than home. Study support helped them acquire knowledge and skills; in the right conditions, it developed self-regulated learners.

Type of school

BLANK, M.J., MELAVILLE, A. and SHAH, B.P. (2003). *Making the Difference: Research and Practice in Community Schools*. Washington, DC: Coalition for Community Schools.

This study reviews the research and evaluations of community schools and initiatives across the US. It explains that community schools are important solutions in improving student learning. Five chapters address: (1) 'The Community School Advantage' (building social capital, providing learning opportunities that develop academic and non-academic skills); (2) 'The Conditions for Schooling' (students are motivated and engaged in learning, both in school and in community settings, and there is mutual respect and effective collaboration among parents, families, and school staff); (3) 'The Impact of Community Schools: A Review of Current Evaluation Findings' (the impact of community schools on youth, families, schools, and communities); (4) 'From Research to Practice' (connected learning experiences and community partnerships); and (5) 'An Action Agenda' (a motivating vision and strategic organisation and financing).

Educational issues

Lifelong learning

ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) (2000). *Motivating Students for Lifelong Learning*. Paris: OECD.

This report considers students' motivations for lifelong learning across a range of countries. It finds that government policy stresses the importance of lifelong learning. Developments in school organisation, curricula and support services were evident as supporting lifelong learning (such as learning assessment tools and initiatives to support disadvantaged and affected students). Areas highlighted for further development and attention were: gender issues, the traditional exam system, initiatives for the gifted and talented, teacher professional development, and the roles and resources of educational institutions and other stakeholders in promoting and developing lifelong learning.

Research and development

VASSILCHENKO, L. (2000). 'School age readers evaluating the quality of their textbooks.' Paper presented at the European Conference on Educational Research, Edinburgh, 20-23 September [online]. Available: <http://www.leeds.ac.uk/educol/documents/00001705.htm> [15 March, 2005]

This project was set in the context of educational reform in Estonia. The project involved the learner in the evaluation of educational materials, in this case, textbooks, and their instructional clarity and value. The paper states that the quality of textbooks is a major factor determining pupils' learning activities and teaching. Assessment of the quality of instructional materials is essential in the situation where Estonia has a range of new alternative textbooks. The research compares the results from two previous studies carried out in 1993 and in 1999, showing that the new textbooks are better illustrated, contain more contemporary facts from everyday life, but they have not become more interesting. One reason for this would appear to be the insufficiency of the authors' attention to motivational aspects of instructional materials. The researchers strongly recommend learners' participation in the process of evaluating the quality of new textbooks prior to publication.

Definitions of learner motivation

For the purposes of the INCA probe (as documented in Chapter 1 of this report), a definition of learner motivation was adopted, as:

*a range of an individual's behaviours in terms of the way they personally initiate things, determine the way things are done, do something with intensity and show perseverance to see something through to an end.*¹²

In mapping the literature, a range of 'definitions' of learner motivation has emerged. An attempt was made to classify how learner motivation was defined in the literature. This proved a complex area. It was, however, possible to identify a number of overarching themes, with definitions relating to:

- self-concepts
 - how the learner perceives themselves as a learner
 - their aspirations and ambitions
 - their sense of self-efficacy

- self-regulation
 - the learner's capacity to employ and develop learning strategies
 - perseverance and capacity to stick at and complete a task
 - resilience¹³

¹² Coles, M. and Werquin, P. (2005, forthcoming). *The Growing Importance of NQS as a Resource for Lifelong Learning Policy*. Paris: OECD.

¹³ Note that 'resilience', which spans a whole other sector of the literature with some relationships with motivation and engagement, is not probed further here.

- learner involvement
 - determining the direction of the task
 - collaboration in learning content
 - empowerment

- engagement and participation
 - in a lesson
 - in learning
 - retention, drop-out and participation rates
 - exclusion and alienation

- attitudes towards education and learning
 - ready to learn, want to learn, desire to learn
 - motivation to learn post-16
 - developing a positive lifelong learning attitude

- learner achievement
 - motivation aligned with academic achievement
 - improvement and progress
 - skill development

- impacts on the learner
 - sense of fun
 - improved self-esteem
 - stress and anxiety (negative impacts related to de-motivation)

- impacts on society and economy
 - social, cultural and human capital
 - contribution to the knowledge society.

Some examples of definitions of learner motivation provided by the literature are shown in the box below.

Some examples of definitions of learner motivation

HARLEN, W. and DEAKIN CRICK, R. (2002). *A Systematic Review of the Impact of Summative Assessment and Tests on Students' Motivation for Learning*. London: EPPI-Centre.

' ... for the purposes of this review, motivation for learning is understood to be a form of energy which is experienced by learners and which drives their capacity to learn, adapt and change in response to internal and external stimuli. It is closely identified with the 'will to learn', which determines the effort that a learner will put into a task'.

ORGANISATION FOR ECONOMIC COOPERATION AND DEVELOPMENT (OECD) (2000). *Motivating Students for Lifelong Learning*. Paris: OECD.

This report describes motivation for lifelong learning as a *'zest for learning'* that will enable young people to thrive in 21st century post-industrial societies (p.11).

MARTIN, A.J. (2003). 'Boys and motivation', *Australian Educational Researcher*, **30**, 3, 43–65 [online]. Available: <http://www.aare.edu.au/aer/online/30030d.pdf> [15 March, 2005].

'Motivation can be conceptualised as students' energy and drive to learn, work effectively and achieve to their potential at school, and the behaviours that follow from this energy and drive. Motivation plays a large part in student's interest in and enjoyment of school and study. Motivation also underpins students' achievement ...' (p.44).

BARTZ, D. and MATHEWS, G. (2001). 'Enhancing students' social and psychological development', *Here's How*, **19**, 2, 1–4.

'Achievement motivation refers to the ability to persist at tasks or activities to accomplish a goal or learning outcome; it is the drive that students must generate to get things done. ... Students with high aspirations develop challenging and realistic ideas and plans for future careers and adult life in general. Developing such aspirations is a goal of the 'school to work' programmes in many schools.'

How is learner motivation measured?

A number of sources cite the exploration of motivation as '*notoriously complex*' and '*difficult to measure*' (e.g. Harlen and Deakin Crick, 2002; OECD, 2000; Cook *et al.*, 2001). In addition, many factors can affect motivation (such as psychological, physical, social and emotional factors, as well as factors associated with educational context). A range of 'measures' of learner motivation were evident in the sources identified. These included:

- learner attitudes
- learner characteristics
- attainment data
- behavioural indicators
- psychological indicators
- skill improvement
- attendance data.

Evidence on learner motivation appeared to be gathered through a range of means, such as:

- self-evaluation / self-report
- researcher observations
- researcher listening to 'pupil talk'
- researcher administered tests
- specific motivation tests
- teacher views
- other stakeholder views (employers, parents, and so on).

As shown in the list above, motivation 'tests' are one way of measuring motivation. A number of researchers appeared to be involved in developing such 'tests' or 'scales' to measure learner motivation. Some of these 'tests' seemed to be researcher

‘marked’; whilst others involved a range of reporting measures or emphasised a practical base for use in the classroom. In the examples below, Morgan (2003) is interested in developing measures of motivation through a series of corroborative processes, by comparing the views of teachers and pupils. Martin (2003) has developed a ‘student motivation wheel’ which surveys students on a range of themes on their motivations for learning and various actions and reactions. The Northern Ireland Curriculum Cohort Study, Harland *et al.* (2002) considered learners’ engagement with school and learning, using a selection of measures from a survey of young people’s curricular experiences.

Examples of how learner motivation is measured.

MORGAN, K. (2003). ‘Development of a computer-based behavioural measure of motivational climate in physical education.’ Paper presented at the British Educational Research Association Annual Conference, Heriot-Watt University, Edinburgh, 11–13 September [online]. Available: <http://www.leeds.ac.uk/educol/documents/00003146.htm> [15 March, 2005]

This study aims to build a model that can measure ‘motivational climate’ through a series of corroborative processes. The process aims to develop indicators (attitudinal, relationship, behavioural, etc) by observing teachers at work; and then compares these to both teachers’ self-reports and to pupils’ own reports of the classroom/teaching/learning climate. The researcher notes that this advances the usual ‘pen and paper’ exercise used to measure motivational climate in PE by adopting a ‘multi measure’ process.

MARTIN, A.J. (2003). ‘Boys and motivation’, *Australian Educational Researcher*, **30**, 3, 43–65 [online]. Available: <http://www.aare.edu.au/aer/online/30030d.pdf> [15 March, 2005].

Work by A.J. Martin measures high school students’ motivation using the Student Motivation Scale – a teacher-administered survey with rating scales for students to self-complete. It assesses motivation in terms of ‘boosters’ and ‘guzzlers’. There are six ‘boosters’ and four ‘guzzlers’, each of which comprises four items to which students respond on a scale of 1 to 7 (strongly disagree to strongly agree). An example of each of the boosters and guzzlers is given below:

boosters

- self-belief – ‘if I try hard, I believe I can do well’
- value of schooling – ‘learning at school is important to me’
- learning focus – ‘I feel very pleased with myself when I really understand what I’m being taught at school’
- planning – ‘before I start an assignment I plan out how I am going to do it’
- study management – ‘when I study, I usually study in places where I can concentrate’
- persistence – ‘if I can’t understand my schoolwork at first, I keep going over it until I understand it’

guzzlers

- anxiety – ‘when exams and assignments are coming up, I worry a lot’
- uncertain control – ‘I’m often unsure how I can avoid doing poorly at school’
- failure avoidance – ‘often the main reason I work at school is because I don’t want to disappoint my parents’
- self-sabotage – ‘I sometimes don’t study very hard before exams so I have an excuse if I don’t do as well as I hoped’

HARLAND, J., MOOR, H., KINDER, K. and ASHWORTH, M. (2002). *Is the Curriculum Working? The Key Stage 3 Phase of the Northern Ireland Curriculum Cohort Study*. Slough: NFER.

The Year 9 and 10 surveys of the Northern Ireland Curriculum Cohort Study (12- to 14-year-olds) included questions to ascertain how far pupils felt involved and engaged in their learning. The statements included: yes/no responses to 'I find it hard to concentrate in some subjects', 'I find some subjects boring'; and on a five point scale (from strongly agree to strongly disagree), 'I look forward to coming to school', 'I find most of my subjects interesting', 'I know I can always ask for help if I don't understand', 'I am doing well at school' and 'I worry about some subjects'.

The first three of these statements were then used to ascertain the young people's degree of engagement with learning at school. Three groups of pupils were identified, as being, low-, mid-, and high-engaged with learning at school. The Year 9 responses and engagement-categories were used throughout the Cohort Study in order to analyse other results by level of engagement.¹⁴

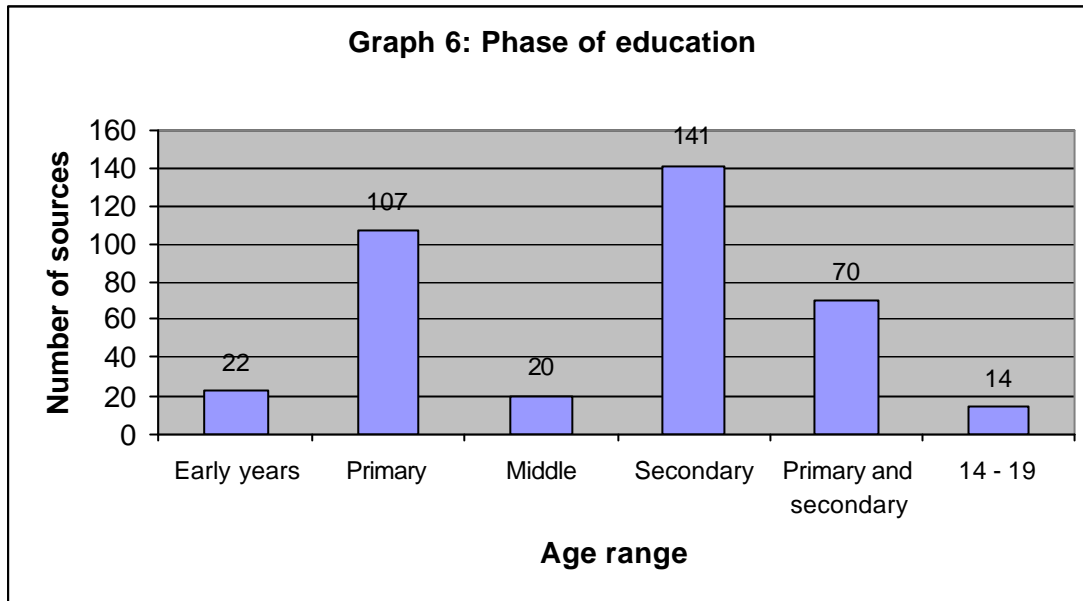
As also shown in the list of 'motivation measures' above, attainment data is also used to measure 'motivation'. Indeed, levels of achievement often seemed to be reported as if they were a proxy measure for levels of motivation. This would seem to reflect governmental policy direction in a number of the INCA countries, in terms of raising standards *and* improving teaching and learning effectiveness.

Age-range or phase of education

The literature sources were classified according to the age range or phase of education under study. It was not always possible to establish this information (for 153 of the sources, no age range has been coded). However, Graph 6 below illustrates a broad picture identified in the age-related literature.

In general, literature relating to secondary education would appear to be more common with regard to learner motivation than in the primary years. A proportion of the literature has dealt specifically with motivation in the 'middle years' – particularly where countries have a denoted middle school or middle years' system (such as in the USA and Australia). Some of the literature specifically pertained to the age range 14–19 or post-16 in-school settings. Other post-16 literature, relating to further education or the workplace, was excluded from the list of sources.

¹⁴ Note that this measure of 'engagement' is not necessarily a proxy for learner motivation. Results from this study showed that, for some pupils classified as highly-engaged with learning according to their survey responses, this represented 'going through the motions' or a passive compliance with their schooling rather than the development of self-regulated motivations or aspirations.



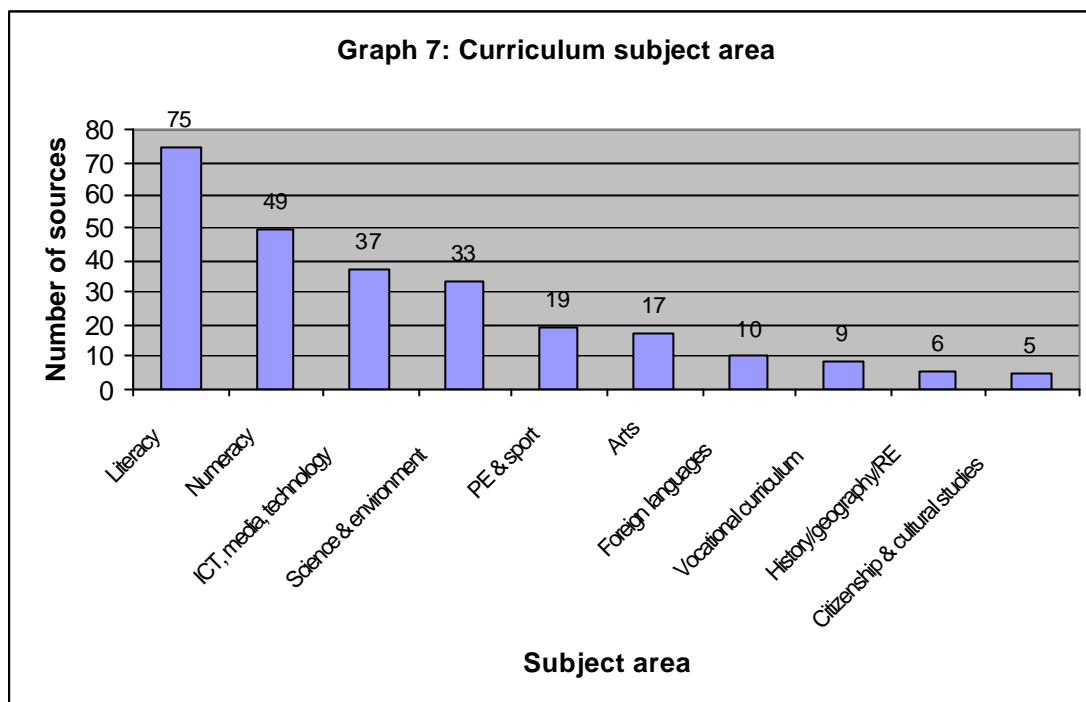
Source: NFER database of sources identified for learner motivation categorisation.

The sorts of issues being addressed within the different age ranges include:

- in the primary phase – a body of research in the early years (and US kindergarten years) about school readiness; and a substantial portion of research into reading and writing
- in the middle years – there are a number of reports highlighting a downturn in school pupils’ enthusiasm for learning in the ‘middle years’ of schooling, notable in the Australian research (e.g. Chapman *et al.*, 2001; Walker, 2004; Bamford, 2002). This concern in the middle years is reflected in early secondary school research (ages 11–14) from other countries, which also suggests a downturn in pupils’ engagement with learning (e.g. Harland *et al.*, 2002, in Northern Ireland; and documented as a ‘Year 8’ dip – the second year after transition to secondary schooling – in a literature review of UK research by Lord (2003))
- in the 14–19 age range – a body of research on work-related learning; and staying on or leaving education.

Curriculum subject area

Where the motivation literature covered specific curriculum subject areas, these were categorised. Graph 7, below, shows the amount of literature found relating to specific subject areas. (Note that a large proportion of the literature was not related to a particular subject area, but was about school work in general, or another area such as assessment or a particular teaching or learning style.)



Source: NFER database of sources identified for learner motivation categorisation.

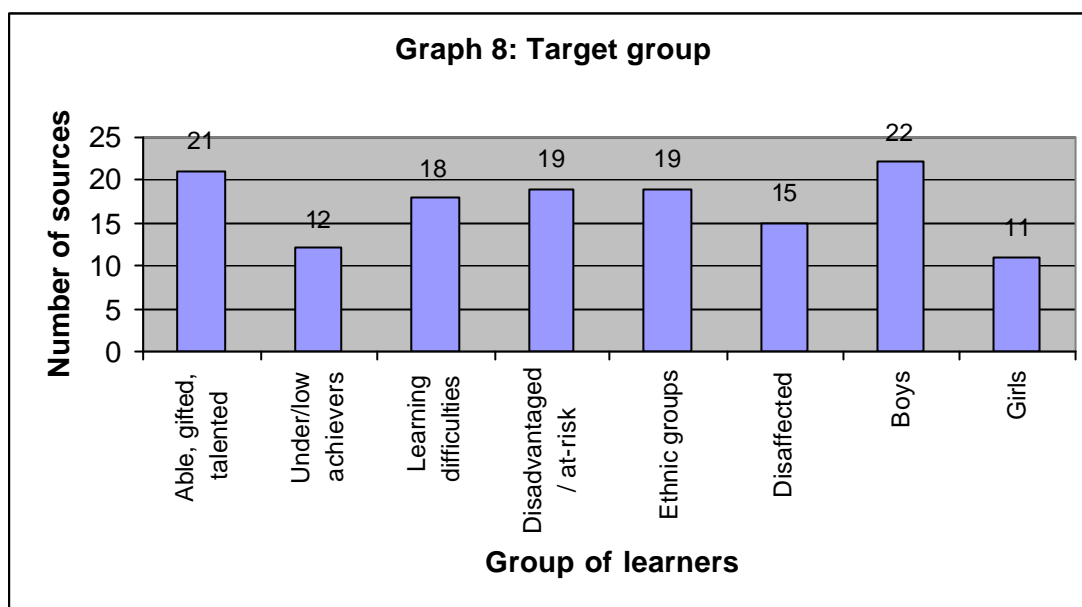
Literacy in particular, appeared to be frequently investigated in the learner motivation research. ‘Reading motivation’ accounted for almost half the volume of the research in this category, with motivation in writing, poetry, English as a second language and literacy in general, accounting for the rest of the literature here. The literature on reading motivation was heavily contributed to by primary education sources (as opposed to secondary education sources). The key issue addressed by this literature would appear to be ‘How do you motivate or encourage children to read?’.

Learner motivation with regard to ICT (Information and Communication Technologies) and media and technologies constituted another specific proportion of the literature. An important comparison must be made between the research into ICT and the research into literacy, with regard to the issues being addressed. In the literature on ICT, the key focus is ‘How can ICT be used to motivate learners?’ (rather than how do you motivate learners to engage with ICT). To engage with the medium does not appear to be an issue, but rather, how best to incorporate it into teaching and learning, or to use it as a medium for motivation within other subject areas. The use of ICT is explored further under heading 3.4 Research findings and issues: some emerging themes.

Target group

Much of the learner motivation literature pertained to particular groups of learners. Graph 8 illustrates the range of learners targeted in the literature and research – for example the gifted and talented, those with learning difficulties, learners deemed to be disadvantaged or at-risk (perhaps because of their backgrounds or socio-economic status) and students who are under-achieving. Some literature has concentrated on certain ethnic groups (including immigrants and refugees) – particularly so in the

Australasian research which highlighted differences in Anglo-Celtic, Malaysian, Chinese and Aboriginal learners' motivational attitudes and school experiences; and the US research into African-American children's motivation.



Source: NFER database of sources identified for learner motivation categorisation.

In addition to the 'definitions' of motivation described in a previous section, the literature variously referred to learners with low levels of motivation as 'reluctant', 'under aspiring', 'disaffected', 'disengaged' and so on. These have been categorised in the 'disaffected' group here.

Gender differences have been the focus of some of the literature. Boys' motivation in particular would seem to be the target of research interest, slightly more so than girls' motivation. For boys, the motivational research would appear to focus on how to motivate boys to learn and the teaching and learning strategies that might be employed (e.g. Martin, 2002, 2003). For girls, the motivational research would appear to be more subject specific, for example, focusing on ICT and technology (e.g. Pikula, 2000; Magoun *et al.*, 2002; Carey, 2003); and specific 'issues' such as motivating gifted and talented girls (e.g. Gavin and Reis, 2003; Dai, 2002), and girls' career intentions (e.g. Houston and Marks, 2002). (Some findings from the boys' motivation literature are presented in section 3.4 below.)

Having mapped out the range and scope of the research, section 3.4 now presents a brief overview of the key themes and issues raised in the literature trans-nationally, and some of the emerging findings.

3.4 Research findings and issues: some emerging themes

This section presents some emerging themes and issues in the research findings. These have been identified from information available in abstracts or downloadable documentation from the internet. Any further analysis of the actual findings would be

possible in an in-depth review, and could form the focus of an INCA thematic study into learner motivation.

It should be noted that we have not attempted to provide a synthesis of the theoretical understandings of learner motivation, but rather we hope to present an overview of some of the key issues that would seem to relate to policy and practice. (A more in-depth exploration of the theoretical debates about motivation as self-efficacy, self-regulation, locus of control, goal orientation, achievement, and intrinsic and extrinsic motivation, could be presented in a full review of learner motivation, should this be relevant.) It also seems appropriate to present the issues here as themes, rather than as country specific literature.

Dichotomous themes

Findings in the learner motivation literature would seem to present themselves as dichotomous or opposing themes in a number of areas. Such a notion is referred to as the ‘Big Two-Factor Theory’ in research into performance-oriented and learning-oriented motivation by a group of Australian researchers (e.g. Marsh *et al.*, 2000, 2003). The following examples outline some of the more common of these dichotomous themes in the area of learner motivation.

Motivation for a lesson ... or ... Motivation for learning

On the one hand, there would appear to be literature which focuses on learners’ engagement in a lesson or in class, and their motivation to stay on-task or be engaged in a task. On the other hand, other literature considers whether learners are motivated to ‘learn’, or engaged in ‘learning’, in particular as depicted by their attitudes towards lifelong learning. A question that might be raised in view of these two areas of literature, is, what kinds of motivation techniques might be employed to meet these two ends, and are they different or similar?

Literature referring to motivation and engagement in a lesson includes the US teacher handbook, *HotTips for Teachers: 30 Steps to Student Engagement*, by Abernathy and Reardon (2002). The themes highlighted in this guide are techniques for maintaining learners’ attention and staying on task. Practical tips for teachers refer to the different parts of a lesson – opening a lesson, conducting a lesson, and closing a lesson or unit.

Other literature considers students’ engagement on certain tasks, by examining such issues as: task completion rates, such as in *NEA Today* (2001), which examined homework completion rates and found that rates improved with rewards such as pizza lunches and/or extra playtimes; time-on task; and time taken to get down to the task, e.g. Denford-Wood (2003). The aim of the latter Australian study was to find out whether using a reflective journal (with student entries and teacher dialogue and feedback) would aid transition to work in a Year 10 English class (16-year-olds) that was identified by teachers as ‘*slow to get started*’. The journals were returned each day and served to provide individual teacher feedback and guidance to the pupils, which assisted their deeper levels of thinking, and helped them construct meanings in the texts they were reading. Impacts included the young people becoming more

independent learners, improvements in their self-critical reflection, and improvements in transition to work times.

The activities of reading and writing appear to have received particular research attention. The study by Cook *et al.* (2001) reports on a programme for increasing learners' motivation for writing. According to previous evidence already collected, the targeted population of first, second, and third grade classes (ages six to nine years), and ninth to twelfth grade students (aged 14-18) with learning disabilities, were deemed to lack motivation for writing. The following areas were felt to have contributed to this: '*low self-confidence, lack of control over writing tasks, inadequate amount of time to expand on writing pieces, lack of emphasis on organisers, limited peer collaboration, and insufficient relevance to real life*' (taken from abstract). An action plan to improve writing motivation and achievement was formulated. This emphasised student choices, greater relevance, appropriately challenging tasks, peer collaboration, sufficient time for completion of written tasks, use of graphic organisers, pen pal correspondences and writing throughout the curriculum. A follow-up survey to students and parents showed an overall average increase in learners' attitudes towards writing and in their organisational skills in writing tasks. Although the researchers felt that there were motivational changes in the students, they were unable to give specific conclusions about the motivational impact of this programme, as they found this a complex area to measure.

Other literature considers young people's engagement with learning as a desire for, or love of learning, and their motivations for lifelong learning. Children's desire for learning and their readiness to learn forms an important part of the debate in early (and pre-primary) school (e.g. Carlton, 2000; Connor, 2001; Dinkmeyer and Dreikurs, 2000; and Brown *et al.*, 2001). Such studies discuss early childhood development, school readiness, parental roles, and so on. Findings suggest that desire for learning can be nurtured through extended time to learn, extended opportunities for 'learning and doing' and '*expanded definitions of learning*' (see Brown *et al.*, 2001).

Throughout primary school and early secondary education, attitudes towards learning are investigated with particular reference to ameliorating an apparent downturn in children's enthusiasm for school and a 'don't care' attitude. This downturn is evident in literature on learners' wider attitudes towards schooling (not just motivation) and the curriculum, such as in the Northern Ireland Curriculum Cohort Study by Harland *et al.* (2002, 2003) and noted in Lord (2003). (Both of these studies highlight findings related to the relevance of the curriculum in engaging learners – discussed further in a section below.) Fried (2001) argues that children's early passion for learning can be '*nurtured and sustained*' through learner-centred education; and Stipek and Seal (2002) discuss how to '*bring learning alive*' through enrichment experiences and by connecting topics to real-life, the natural world and social experiences. Both these studies target parents as their audience, and the role that they might have in nurturing their children's attitudes. Teacher strategies for nurturing motivation in students whose enthusiasm is waning are also provided in some of the literature. For example, Mendler (2001) has produced a practitioner handbook for 'Motivating Students Who Don't Care'. Strategies include teachers inspiring their students, emphasising efforts, creating hope, respecting power, building relationships, and expressing enthusiasm. The handbook is based on five key beliefs about motivation, including that motivation

to learn requires feeling a sense of safety in risk-taking and a sense of belonging; and that young people need to feel competent, and be treated with respect by adults.

Helping young people to develop the skills and strategies to become lifelong learners themselves provides another strand to this body of literature. Many of these strategies refer to the arena of ‘Assessment for Learning’ (that is, tools and techniques for evaluating learning and progress) and young people’s own reflections and evaluation of their learning and learning styles. For example, McKeachie (2000) recommends that teachers can develop students’ intrinsic interest in learning and teach them to evaluate their own learning to assess their work and progress. According to this research, learners should be helped to develop skills for paying attention, organisation, planning, self-monitoring, self-regulation, the art of practice, and to produce outlines, summaries and graphic representations. A number of OECD studies have also considered the issue of lifelong learning, documenting useful country comparisons and learner-specific characteristics (Artelt *et al.*, 2003; OECD, 2000).

Intrinsic motivation ... or ... Extrinsic motivation

Literature referring to intrinsic and extrinsic motivation is voluminous, and contributes much towards theoretical debate and modelling of learner motivation. Suffice it to say that the practical debate here often refers to how to develop learners’ own investment in, and strategies for, learning; and the use of goals, assessment, rewards and other ‘outcome’ measures to engender motivation.

Arguments in the literature often refer to one or other of these elements of motivation, as opposing the alternative. For example, on the side of intrinsic motivation, Joyce (2003), discusses a two-year action research study which transformed reluctant high school readers into reading enthusiasts by emphasising intrinsic motivation as opposed to the use of rewards. Cluck and Hess (2003) helped learners develop their own learning strategies in reading through targeting individuals’ learning styles, implementing cooperative learning, pupil choice in how they would learn, and using techniques informed by multiple intelligences. Pupils showed increased motivation in class work, improved assignment completion, class participation, and engagement of learners. Thus, Cluck and Hess (2003) feel these teaching strategies are positive in improving motivation. They suggest that the use of extrinsic means such as goals, grades, assessment and tangible rewards would be less productive in developing motivation.

In contrast, other literature posits extrinsic motivators and rewards as more noteworthy. In a review of the literature, Ingram (2000), found that, whilst not universally supported by educators, the use of incentives would seem to have increased in its favourability as a way of increasing achievement, motivation, self-worth and retention. However, the evidence in the review showed that extrinsic rewards can either enhance or reduce interest in an activity, depending on how they are used. Successful use of incentives included that which demanded patterns of change in behaviour, reflected students’ interests, and was consistent in its implementation. The learners were found to respond positively to such extrinsic motivation if they felt there was a reasonable chance of success, they felt that any personal risks were not overwhelming, and they believed the product or reward was worth the effort.

Other examples pose that a combination of intrinsic and extrinsic techniques might best serve learners' motivation. In Ediger (2001), on reading, the question is raised: *'should students feel motivated from within (intrinsic motivation), or is it better to have extrinsic motivation whereby external stimuli are used to help learners achieve optimally in reading?'* The paper analyses both an intrinsic motivation reading model of individualised reading, and the testing and measurement of reading in state mandated tests. The study found that the teacher plays a key role in promoting extrinsic motivation in teaching reading, and can 'raise the bar' in reading achievement (presumably over and above that by extrinsic means from the tests). The paper concludes that most teachers will use a combination of intrinsic and extrinsic devices to motivate student reading achievement.

Other research suggests that learners' intrinsic motivation (their own desire to learn, strategies for learning, self-regulation and so on) can be improved through extrinsic means. Interestingly, this would seem to be the case in a piece of research with learners with special needs by Witzel and Mercer (2003). The abstract for this article indicates that the researchers developed a motivational model for the use of extrinsic rewards to build these learners' intrinsic motivation.

Assessment as a motivator ... or ... as a de-motivator

In addition to the intrinsic/extrinsic debate, the use of assessment as a motivator would appear to be a 'hot' topic in the learner motivation literature. Here, we focus on arguments relating to testing, examinations, grades and qualifications. (Recent developments in the field of assessment for learning are referred to in another section below.)

On the one hand, assessment and grades might be used to engender intrinsic motivation. In a Slovenian paper, Sebart and Krek (2002) ask: *'Should grades be a motivation for learning?'* The authors suggest that grades should not be viewed solely as providing external motivation. For some pupils, they can act as internal motivation for learning and acquiring knowledge.

Other literature refers to the standards debate, and high stakes testing, wherein the seemingly ever more rigorous climate of accountability and raising standards would appear to put pressure upon learners and impact negatively on their motivation (e.g. Goodson and Norton-Meier, 2003; Madaus and Clarke, 2001; and some findings in Harlen and Deakin Crick's (2002) EPPI review). Madaus and Clarke (2001) found that high stakes tests do not have a markedly positive effect on teaching and learning; they do not motivate the unmotivated; and they have been shown to increase school dropout rates, particularly among minority populations. The abstract states that *'though raising educational standards and improving educational quality in American schools is important, efforts to foster academic achievement must involve more than simply setting demanding standards and mandating examinations that are referenced to them'*. The EPPI review, which considered worldwide research, found that high stakes testing can lead to a *'classroom climate where transmission teaching and highly structured activities predominate and favour only those students with certain learning dispositions'* (Harlen and Deakin Crick, 2002, p. 4). From experience in England, the EPPI review found that, after the introduction of the National Curriculum tests, lower-achieving pupils had lower self-esteem than higher-achieving

pupils, whilst beforehand there was no such correlation. In Northern Ireland, the impact of the high stakes 11+ examination would seem to have been equally negative for those who received low grades (Harlen and Deakin Crick, 2002; Harland *et al.*, 2002). Both these studies highlight that teaching to high stakes tests would seem to emphasise certain transmissive teaching styles, repetitive practice for tests, and, in Northern Ireland, a narrowing of the curriculum, such that lower achieving pupils become de-motivated.¹⁵

On the other hand, the EPPI review shows that feedback and more formative elements of assessment, as well as teachers' own class-testing, can help improve learners' motivation and sense of self-esteem and self-efficacy. (Further details on more formative aspects of assessment are outlined in the section below on assessment for learning.)

Performance oriented ... or ... Learning oriented motivation

The notions of performance oriented or learning oriented motivation are raised in the literature, providing similar arguments to those set out above in terms of intrinsic and extrinsic motivation, and whether young people's engagement is with 'learning' *per se* or is about completing a particular task, assignment or 'getting grades'. As found in Chapters 1 and 2, a number of countries raise this issue, and are specifically looking at ways to alleviate a 'performance' culture and encourage a culture of learner involvement and consideration of the individual needs of learners.

The EPPI literature review (Harlen and Deakin Crick, 2002) notes that a performance ethos in an education system produces learners with motivational orientations towards grades and social status. Recommendations from the EPPI review for increasing the positive effects of assessment and decreasing the negative include: the promotion of learning goal orientation rather than performance orientation, with less emphasis on grades, and more emphasis on students' self-assessments and self-regulated learning. However, the EPPI review also highlights the need for practitioners and policy-makers to be aware of the motivational components and processes that link with performance (that is, as measured by achievement and attainment). For example, they highlight as important, students' interest in their learning, the extent to which they feel in control of their learning, and the extent to which they are able to develop their understanding through linking with existing knowledge. These findings are from an OECD (2001) study on factors affecting literacy achievement. The latter finding here resonates with that of the Northern Ireland Curriculum Cohort Study, which found a correlation in every subject of the curriculum between young people's perceptions of their progress and their actual attainment at GCSE¹⁶ (although direction of causality was not known) (Moor *et al.*, 2004). Taken together, these findings would seem to suggest that, where young people have a good understanding of their progress and how their learning builds on and links with other learning, this correlates with performance. Further research into this issue might be warranted, to ascertain direction of causality, and to develop strategies for improving performance in a learning oriented environment.

¹⁵ Note that the Northern Ireland Department of Education has announced the discontinuation of the 11+ Transfer Tests, to be phased out by 2008/9 (see the Costello Report, 2004).

¹⁶ The examinations taken by the majority of students in England, Wales and Northern Ireland, on completion of compulsory education at around age 16.

Other themes in the findings

Other themes in the findings have been mapped using the various foci and definitions of learning motivation as classified in section 3.3. Here, we present some of the more pertinent themes, some of which would seem to be of relevance to the government policy areas highlighted in Chapter 2, and illustrate some of the available findings. (A more in-depth examination of the findings would be possible in a full review.)

Learner-related

Learners' characteristics such as their gender, ability, academic self-concepts, self-esteem, preferred learning styles, and their own goals and ambitions shape their motivations for learning. The following areas are covered by the review, and a number of these might warrant further attention in any full review on learner motivation.

- **Backgrounds, gender and socio-economic status**

A study by Kolenc *et al.* (2002) on the factors influencing motivation to learn in Slovenian upper secondary schools found that learner characteristics such as age, gender, and their learning success, did not influence the majority of motivational variables considered (such as emotional stability, sincerity, openness, mathematical capability, and academic self-concept). However, the father's education was found to influence certain areas related to motivation, particularly young people's extrovertness.

With regard to engagement in school, a longitudinal survey of Australian Youth by Fullarton (2002) found that being female, being from a higher socioeconomic background, and having professional parents were the individual-level factors associated with the highest levels of engagement with school. (Engagement with school was defined by levels of participation in extra-curricular activities in this study.) Students who planned to continue in tertiary education were more highly engaged than those who planned to leave school and go to work. Levels of engagement were higher where students believed that their school had a good school climate. The study also suggested that attention to boys and to students' feelings about their school climate might warrant attention.

- **Learners' social and coping skills for learning**

In addition to how children feel about their school, how they feel about themselves is frequently referred to in the literature findings. Bartz and Mathews (2001) refer to children's self-esteem, achievement motivation, social skills, coping skills and their aspirations as '*critical*' to their development. In terms of learning motivation, effective social skills allow students to work cooperatively with classmates and teachers (Bartz and Mathews, 2001). Other research suggests that these attributes might be important to learning readiness particularly in young children (Carlton, 2000). In this study, a regression model predicting academic competence (as a proxy for school readiness) was identified. The variables in the model included: age, previous school experience, social skills, parent rating of competence, intrinsic motivation, and completion of a puzzle. The strongest individual predictor of school

readiness was the child's social skills. Other research refers to children's fear of failure and emotional distress (that is, their coping skills) as contributing to low motivation (e.g. Woronowicz, 2003).

- **Boys and motivation**

There is a body of research referring to boys and motivation. Examples include: quantitative studies of boys' perceptions of their schooling (e.g. Martin, 2003; Vallance, 2002); improving educational and achievement outcomes for boys (e.g. Martin, 2002; Van Houtte, 2004; and Warrington *et al.*, 2003); boys' perceptions of motivating teachers and motivating pedagogy (Martin, 2003); and engaging boys in the arts (e.g. Harrison, 2002). Australian research on boys and motivation would appear to be particularly prevalent (e.g. Martin, 2002, 2003; Vallance, 2002; Browne and Fletcher, 2000).

Generally, findings would point towards boys having a lower belief in the value of school than girls, as well as poorer self-regulation strategies such as planning, study management, and persistence (findings in Martin, 2003; and similar themes evident in Browne and Fletcher, 2000). Martin (2002, 2003) presents some overall topics, where teaching and learning could be more motivating, as identified by the boys themselves in these studies. Pedagogy-related areas include: *making schoolwork interesting and/or relevant, and providing variety in content and methods*. Teacher-pupil areas (Martin (2002) refers to these as areas of pastoral pedagogy) include: *a good relationship between student and teacher, providing boys with choices and input into the lesson, and respecting boys' opinions and perspectives*. Teacher and school related areas include: *the teacher's enjoyment of teaching and working with young people, understanding of gender differences and issues, and school support for effective pedagogy* (taken from Martin, 2002, abstract; and from Martin, 2002, p. 158). Browne and Fletcher (2000) note similar themes, as well as the need for particular pastoral support for boys, with role models, and respected boys' cultures (pp. 23–24).

We pick up on some of these themes below under teaching and pedagogy. But certainly, boys' motivation, and how teaching and schools and the curriculum can best support boys' learning, would seem an area worth delving into in more detail in a full review.

Teaching pedagogy / approach

Findings referring to teaching pedagogies and approaches with regard to learner motivation are wide-ranging. The following headings and discussion illustrate some of the key areas in the findings which would seem to motivate learners.

- **The use of ICT**

In the literature reviewed, using ICT in teaching is deemed to be motivational for learners (that is, it correlates with learners' enjoyment, e.g. House, 2002). A range of software packages are mentioned in the findings, including those that make use of 'virtual learning environments' such as: software packages which provide student-centred, authentic experiences, to solve real-life problems, as in the MayaQuest package described in Spudic (2001); packages to enhance student understanding of

particular concepts, e.g. Wang and Yang's (2002) study of a web-based learning environment to help students learn about fossilisation; and using PowerPoint – in particular the animation tools (Ford and Sommers, 2003).

Other strategies for enhancing learner motivation do so via improving certain skills, such as using video-conferencing to improve communication skills (e.g. Gage, 2003); and the use of internet diaries to improve writing skills (e.g. Kiselovski, 2000). In this latter example, the author points out that writing is usually the area that students (in Australia) find 'uninteresting' or 'uninspiring', often because writing tasks in textbooks are decontextualised. The author states that helping students to create their own internet diaries based on their personal experience provides them with a realistic reason for writing (Kiselovski, 2000). Digital media and art work using the computer can also act as a motivational tool for children (O'Rourke, 2001).

Assessment might also be adapted to a digital approach, and this might prove motivating for learners who are not motivated by a portfolio approach in technical work (e.g. Gowan and Keogh, 2002).

In terms of gender, there is some evidence that girls' confidence with regard to computer-usage is lower than that of boys (see Lord, 2003; Lord and Johnson, forthcoming). However, this literature review has revealed an interesting source looking at computer-education in maths with at-risk girls (Pikula, 2000). The girls (36 of them) were observed in a range of settings including a traditional, teacher-based mathematics class; a computer session that used a computer-aided instruction programme for basic maths skills; a class where students learned to type using a tutoring programme; and use of a spreadsheet programme in a computer application class. Findings revealed that this group of at-risk girls valued computers. They did not do well in the traditional school setting. But they valued the skills of typing, and they wanted skills that would translate into a job. When given a computer to work on, these at-risk girls were willing to listen and spend time in a classroom.

It should also be pointed out, however, that for the learner, the use of ICT might not always be positive. McGuinn (2000) points out that using ICT presents a double-edged sword. In his study with under-achieving boys, he found that sitting at the computer had the potential either to offer a supportive structure for learning, or it could represent another means by which to measure their academic failure.

Additionally, using ICT would seem to motivate teachers too – particularly those teachers already confident in the use of ICT (e.g. Spudic, 2001). On the other hand, in this technology-age, teachers might find themselves lagging behind their learners' gains in the use of ICT. For example, O'Reilly (2001) found that many young people were more internet 'savvy' than their teachers, and thus a learner-centred approach to ICT teaching was recommended. There may also be a specific need for teachers' continuing professional development (CPD) with regard to developments in ICT.

- **Teaching approaches which emphasise practical and learner-centred teaching and learning**

A raft of themes emerges in the findings emphasising the motivational aspects of practical and learner-centred learning. These include:

- practical, hands-on learning
- project-based learning
- learner-centred approaches
- involving pupils in research
- use of learning journals
- investigative approaches
- independent learning.

With very young children, practical approaches might need to emphasise ‘play’ and one-to-one interaction (Connor, 2001). Findings from the secondary school research would seem positive about independent project work (thus supporting a number of the INCA countries’ government strategies), although a balance between learner autonomy and support from the teacher also seems important in the findings (Lord and Kendall, 2003).

- **Pupil involvement and collaboration in their learning**

Collaborative teaching and learning would appear to impact positively on learner motivation according to the research findings. Some research refers to this as cooperative learning – promoting group participation and interaction, and employing collective evaluation (e.g. Moriarity *et al.*, 2001). Other research sets pupil involvement in the ‘empowerment’ agenda; whilst other findings focus on the wellbeing of learners in the sense that they feel that their questions and concerns are taken seriously.

There appears to be less research which focuses specifically on pupil involvement in the content and delivery of their learning, and whether this influences their motivation. An article by Shillinglaw (2001), however, evaluated a negotiated curriculum, introduced to 15-year-olds in one high school in Australia. Elements of curriculum flexibility, teacher-pupil negotiation, and collaboration were introduced. Both students and teachers seemed empowered. Students’ confidence was enhanced, and developments were noted in their achievement, courage, respect, personal growth and responsibility for their own learning.

- **Teacher praise**

Teacher praise is a theme in the findings. It would seem to be important in the motivation of young learners (e.g. Connor, 2001 with kindergarten children). However, some research highlights that too much or inappropriate praise might be counter-productive (e.g. Kohn, 2001; Black, 2000). The latter example points out that ‘*praise should be awarded for effort and persistence, not natural ability*’ (Black, 2000, abstract).

- **Individual differentiation, individually-tailored and supportive of the individual**

This area was one of the most highlighted in the country questionnaire responses as being an important government direction in terms of learner motivation. However, actual findings referring to how to go about providing individually-tailored teaching and curricula are not immediately obvious in the literature referring to pedagogy. On the other hand, individual needs would seem to be addressed through pastoral care, classroom environment, and aspects of teacher-pupil relationship. Curriculum-related themes such as relevance, flexibility and choice might also contribute to more individualised or personalised learning. These are discussed further in sections below.

- **A focus on learners' thinking, cognitive and creative development**

Teaching pedagogies which encourage the development of learners' thinking skills and creative development would appear to be recommended in the literature findings as a strategy for improving learner motivation. Areas include: the development of creative and expressive skills – such as in literacy (Tiernan, 2000) and the arts (numerous references); and 'brain busters' and other games and problem-solving strategies in maths (e.g. Huss, 2003).

Teachers' background and experience

As well as teaching pedagogy and approach, teachers' own background and experience emerge as themes in the findings, with particular implications for the professional development and training of teachers. Issues raised include:

- **Teachers' perceptions of their role in mediating motivation**

The issue of teachers' beliefs about their role in mediating motivation emerges in the literature findings. Several sources point to a difference between teachers' and learners' views on how influential the teachers' role is in this regard (teachers seem to underestimate their influence). For example, source Austria1 (in Chapter 2), found that teachers perceived their share in the success or failure of pupils and students as negligible and consequently believed that their scope to influence learning motivation was limited. Similarly, Givvin *et al.* (2001), found that teachers' perceptions of their students' motivation did not mirror the students' self-reports which fluctuated at different times of the year and across different motivation dimensions. Givvin *et al.* (2001) suggest that teachers need to pay careful attention to evidence related to children's motivation that might contradict their own perceptions.

- **Teachers' experience**

A study by the Hay Group (2002) of over 8000 pupils in 1500 classes, on what it feels like to learn in school, found that a teacher's length of experience made no difference to his or her ability to create a motivational climate in primary school. However, in secondary schools, teachers' length of experience did have an impact on their ability to create a motivational climate. Particular difficulties appeared to be for newly qualified teachers (in particular regarding discipline), and for long-service teachers.

- **Teacher morale**

The impact of teacher morale on learner motivation is evident in the research. For example, Black (2001) found that, where teacher morale was low, this generally accompanied sinking student achievement. Hawkins (2000) found that teacher absenteeism (whether this be due to attending professional development training programmes or caused by burnout or stress), disrupted student motivation and achievement. Continuity of teaching would seem to be important for learners.

Teachers' own enjoyment and satisfaction in their teaching would also seem to be important to learner motivation (e.g. Williams, 2002). This paper provides evidence that setting mathematics in the context of 'learning to work like a mathematician' can make a significant difference to both student achievement and teachers' enjoyment and satisfaction.

- **Incentives and rewards for teachers**

Similar arguments to raising teacher morale and motivation are evident as those for raising learner motivation. For example, does teacher-morale building need more than compliments, rewards and incentives? Black (2001), for example, found that teacher morale was higher in schools where headteachers created a positive school culture and climate.

- **Implications for teacher training and professional development**

There would seem to be a need for teacher professional development in each of the above areas, particularly in terms of teachers' training, knowledge and experience of learner motivation and motivational strategies, and their perceptions of their role in mediating learner motivation. This issue reflects one of the key policy considerations raised in the OECD report into motivating students for lifelong learning (OECD, 2000), which suggested that teachers, too, need to be motivated for lifelong learning. It found that, in most of the countries in the study, '*training to equip teachers for [the] innovation [needed to effect this change], appeared to be insufficient*' (OECD, 2000, p. 59).

Classroom environment and ethos

The classroom environment and ethos would seem to be associated with learner motivation, especially in terms of the pastoral environment, the peer environment and the learning ethos in the classroom. Classroom environments supportive of learner motivation would seem to be those which feel safe, that are non-controlling, support learners' autonomy, and support the wellbeing and self-esteem of the learner (e.g. Oginsky, 2003; Mendler, 2000; Woronowicz, 2003). Learners themselves are concerned that classrooms should be safe and fair (e.g. in the study by the Hay Group (2002) looking into classroom climates in over 1500 classrooms). A peer positive climate would also seem to be important (Yeung and McInerney, 2000).

The study by the Hay Group (2002) found that class size had an impact on pupil engagement and classroom climate. In primary schools, large classes had a negative impact on all aspects of classroom climate, and were perceived by pupils to be '*disorderly and intimidating*' (p.6). In secondary schools however, classroom climate (in terms of a number of measures including motivational, engagement and

achievement measures) improved as class sizes increased, up to a maximum of 30 pupils (exceeding this, and classroom climate worsened). (NB – the effects of class size on behaviour and attainment were also examined in a review of the literature by Wilson, 2002. Findings from this study could be sought, should this be pertinent to any further in-depth review.)

Curriculum and assessment related

Curriculum related findings seem to refer chiefly to the relevance of the curriculum in terms of personal interest and vocational relevance. Flexibility and choice (a prevalent theme in government direction and strategies across the INCA and Eurydice network countries – see Chapters 1 and 2) do not immediately stand out as themes in the findings. It may well be that these areas are related to other themes such as relevance. A more in-depth review of the findings would throw light on this. Appropriate level of challenge was also a theme in the findings. Self-evaluation and other elements related to assessment for learning were also prevalent. In addition, the enrichment curriculum and using the arts as a tool for raising motivation are evidenced.

- **Relevance of the curriculum**

Much research points to the need for the curriculum to provide relevant and meaningful learning for young people – through making connections to real-life, to young people’s interests and to their possible future vocations. Harland *et al.* (2002, 2003) examined these issues in a longitudinal study of a cohort of young people throughout their post-primary school experience in Northern Ireland. Although learner motivation *per se* was not probed in this study, the young people did offer some recommendations that would make their curriculum more appealing. These included: an increased emphasis on skills (such as ICT, life skills and study skills) and personal and social development (such as careers education, health and citizenship education). Greater application of knowledge and coverage of current affairs was also requested, as was a need to improve vocational learning in the curriculum (these recommendations were set out in the retrospective views of the Northern Ireland cohort, when interviewed at age 17/18, in Moor *et al.*, 2004).

The motivational command of contextualised learning is put forward in the literature. And of particular concern in some of the cross-cultural research identified here is the notion that the curriculum should be relevant to the *particular group* of learners involved (taking into account, for example, their ethnic and cultural backgrounds, as identified in some of the Australian research, e.g. Lowe and Tassone, 2001).

- **Level of challenge**

The key finding with regard to level of challenge and learner motivation, would seem to be the notion of appropriate levels of challenge accompanied with clear expectations from the teacher. These would seem to contribute to improved learner motivation. Unfamiliar tasks can present a challenge to students and this can be mediated positively or negatively by the teacher (Williams, 2003). As also found in Lord and Kendall (2003), familiarity can breed boredom; whilst some degree of challenge provides a motivational boost for learners, particularly towards the final years of primary phase education.

- **Assessment for learning**

There would appear to be a body of evidence on elements of assessment for learning (that is, areas such as the tools and techniques for evaluating one's own learning and progress, classroom assessment, formative assessment, reports and feedback) as a motivational tool. Some of this research considers these more formative elements of assessment in contrast to summative assessments and examinations (see the section above under 'dichotomous themes'). Other findings suggest where and how 'assessment for learning' might be motivational. Areas include:

- lifelong learning – e.g. McKeachie (2000), where the skills of self-monitoring might be important
- the use of e-portfolios (e.g. Garthwait and Verrill, 2003; Gowan and Keogh, 2002)
- the setting of personal goals and the encouragement of self-reflection, such that students measure their success by meeting personal targets (e.g. Moriarity *et al.*, 2001; Cunningham *et al.*, 2000). In both these primary school interventions, teachers also designed work that encouraged students' self-reflection. This was deemed important, in order to address certain behaviours such as these young children's reliance upon seeking help, and to help them to be able to learn from mistakes.

As 'assessment for learning' is a fairly recent development in education, it is likely that further findings in this area might be evidenced via other related arenas, such as the research into self-regulation and so on. These might be probed in a full review of the issue.

- **Enriched curriculum**

There are some findings which suggest that a curriculum enriched through extra-curricular activity is motivational for learners (e.g. Hebert's, 2002, research into gifted children from low socio-economic backgrounds). Interestingly, the research in this area would seem to focus on gifted and talented learners. The issue of accelerated learning programmes did not appear prevalent in the literature (although research by Rawlins, 2003, focuses on this and found that, almost without exception, participants felt that involvement in an acceleration programme had been beneficial to their learning needs).

Both the areas of gifted and talented learning, and the impact of the enriched curriculum/extra-curricula programmes on all types of learners', might warrant further scrutiny in any further in-depth review.

- **The arts**

Motivating learners through the arts is an issue that has received much attention in the literature worldwide. The literature considers the arts as discrete curriculum provision – including aspects such as motivation through movement in dance, through extra-curricular music, and through role play in drama. It also examines the use of the arts as a medium to motivate, and in some cases raise achievement, in other subjects (e.g. in maths, and literacy). The benefit of the arts to young people's development is advocated by many. Whether these benefits translate into learner motivation, as defined by self-regulation and personal initiation and determination, could be useful to explore further in a full-review – particularly given that there were a number of

arts-related initiatives highlighted in the government literature identified in Chapters 1 and 2.

School and provision related

Findings relating to school provision refer to the impacts of the school environment, types of provision and sites of provision on learner motivation. A number of these areas are outlined below.

- **What would make school a better place**

A number of research projects consider students' engagement with 'school' (as opposed to engagement in a lesson or with learning). Areas explored include what would make school a better place. One such initiative is the 'Fair Go Project' in New South Wales, Australia, which aims to help learners value the idea that 'school is for me'. A series of partnerships, projects and networks have been set up to address learners' engagement with school, including projects in learner involvement, students as 'insiders in their classroom', integrating literacy across the curriculum, and Australian identity themes (see Johnson and O'Brien, 2002).

- **Types of school**

Some research has explored learner attitudes in different types of schools, for example: secondary/grammar (comprehensive/selective) (e.g. Harland *et al.*, 2002, 2003), independent/state schools, single-sex/coeducational schools, and so on.

- **Site of learning**

As well as the type of school attended, some evidence suggests that the site of learning greatly affects learners' motivations. Out-of-hours provision in centres which might appeal to young people's interests, such as sports venues, and other study support venues can affect motivation (e.g. Sharp *et al.*, 2003, 'Playing for Success' evaluation, and Sharp *et al.*, 2002). The community school and community-based programmes in the US would appear to enhance aspects of learner motivation (e.g. Blank *et al.*, 2003; Yamauchi, 2003). Moves towards the development of extended schools, through community provision, additional school provision and leisure opportunities, early years' provision, family and parental provision and so on, were investigated in Wilkin *et al.* (2003). According to this study, extended school provision would seem to impact positively on pupil attainment, attendance and behaviour, and was deemed to offer activities that increased engagement and motivation.

- **Time of year**

Some research suggests that the time of year has an impact on learner motivation. In a study examining the annual fluctuations in high school students' attitudes and motivations in maths, Chouinard (2001) found that, at the end of the year, students reported less support from their teacher, less commitment from themselves, a decrease of performance and mastery goals and an increase of avoidance goals, than at the start of the year. Older students also reported less parental support, and a decrease in their self-confidence. *NEA Today* (2001) provides tips for teachers to keep primary school pupils interested in the final weeks of the school year.

3.5 Relationship with government policy and initiatives

To conclude this literature review, the relationship between the literature identified through the NFER searches and that related to government policy and initiatives across the INCA and Eurydice network countries is discussed. In particular, we identify four key areas: the overall direction of government strategy and policy on learner motivation across the countries; where these government strategies would appear to be supported by the literature; any areas in the findings which might warrant further attention by policy-makers; and where further full review of the literature is needed to throw more light on the findings, in order to better frame implications for policy and practice.

Overall direction in terms of learner motivation across the INCA and Eurydice network countries

Chapters 1 and 2 highlighted the themes and foci in government policy and related literature on learner motivation for each of the countries which responded to the thematic probe questionnaire on learner motivation.¹⁷ The most prevalent of these themes (evident across five or more of the countries) were:

- improving the personal and vocational relevance of the curriculum
- greater flexibility and choice in the curriculum
- emphasising differentiation and support for the individual
- enhancing learner involvement and say in their learning
- a need for teacher training and professional development
- broadening the range of qualifications and courses available
- focusing on elements of assessment for learning
- improving understanding of learning styles and preferences
- specific provision for gifted and talented learners.

The first three themes identified above were the most frequently referred to in government policy and strategic direction in terms of raising learner motivation. Other issues pertinent to certain countries included improving retention and participation rates in education, and strategies for motivation for lifelong learning.

Support in the literature for government strategies

A number of government strategies for improving learner motivation that were identified in the thematic probe questionnaire responses would seem to be supported by the literature and evidence as reported in this chapter. These areas include:

- improving the personal and vocational relevance of the curriculum
- a need for teacher training and professional development (with regard to understanding learner motivation and perceptions of their role in motivating learners)

¹⁷ Queensland (Australia), Austria, British Columbia (Canada), the Czech Republic, England, Finland, France, Germany, Greece, Hungary, Italy, Latvia, Liechtenstein, Lithuania, the Netherlands, New Zealand, Norway, Poland, Scotland, Singapore, Spain, Sweden, Switzerland, Kentucky (USA), and Wales.

- a focus on elements of assessment for learning (and away from summative assessment and examinations)
- attention to boys' motivation
- the use of ICT in teaching and learning
- practical and learner-centred learning
- the use of the arts and creative learning
- attention to the level of challenge in the curriculum.

Areas in the findings which might warrant attention in government policy

It would seem, from scoping the literature on learner motivation, that some of the themes in the findings might not be reflected in government policy and strategy on learner motivation. Areas which might warrant consideration by policy-makers include:

- class size
- learners' understanding of how their learning builds on and links with other learning
- the notion of extended schools
- learners' enjoyment (and building enjoyment into the curriculum).

The latter point here is raised in the light of two curriculum studies – the Northern Ireland Curriculum Cohort Study (Harland *et al.*, 2002, 2003) and a review of pupils' views on the curriculum (Lord, 2003). Whilst not investigations of learner motivation per se, both these studies would point to 'enjoyment' as being of importance to learners' engagement with the curriculum, and certainly the theme of enjoyment received as much profile as that of relevance in this regard.

Areas for further review

In order to better frame implications for the government strategies identified in Chapters 1 and 2, certain areas of the learner motivation literature would seem to require further investigation. These include:

- an exploration of 'assessment for learning' (formative, evaluative and reflective assessment) and its impact on learner motivation
- research on pupil involvement in the content and delivery of their learning
- research into strategies for individual differentiation and support and the impacts of individualised or personalised learning on learner motivation
- investigation of the impact of curriculum flexibility and choice on learner motivation.

Conclusion

This Chapter has considered the second set of aims and questions posed for this INCA probe:

- What is the important literature on learner motivation? What information does this literature provide about the existence of any government initiatives aimed at learner motivation? How is learner motivation defined and measured in the literature? What themes are there in the findings for how learners are motivated?

Our final points sum up each of these four questions in turn.

We have identified a range of important themes in the literature, referring to individual learner characteristics, teaching pedagogy and classroom climate, the curriculum and assessment, and issues related to types of school and provision. In addition, the wider issues of motivation to learn as lifelong learners, retention and participation in education, and raising achievement and standards have been identified as important themes in the learner motivation literature.

A range of government initiatives have been identified in Chapters 1 and 2. In addition, the literature searches identified numerous projects, programmes and initiatives at a more local level – either in one school, or being carried out through partnerships between schools and research bodies, or as action research. Such projects and their evaluations might be worth collating on certain themes, or by country.

Definitions, or underlying directions, of learner motivation would seem to refer to a range of concepts, including: learners' self-concepts and perceptions of themselves as a learner; self-regulation and their own learning strategies; learner involvement; engagement; attitudes towards learning; learner achievement; and impacts on the learner – such as on their self-esteem. It is measured in the research by self-evaluations, motivation tests, observations, behavioural and psychological indicators, and by achievement (often used as a proxy to measure learner motivation). It would appear to be a complex area to measure.

Themes in the findings include dichotomous arguments such as learner motivation as an intrinsic or extrinsic property, whether assessment through testing motivates or demotivates, whether motivational learning should be performance oriented or learning oriented, and whether the issue to address is learning is for life or for a lesson. Key themes in the findings refer to boys and motivation; teaching approaches such as the use of ICT in teaching, practical and learner-centred learning, collaborative teaching and learning, and the development of thinking skills and creative abilities; the relevance of the curriculum, assessment for learning and the motivational aspects of the arts; and extended opportunities to learn and the site of learning.

It is likely that no one single aspect would improve learner motivation alone – attention to a range of elements might be needed. This can be illustrated by a key finding from the Northern Ireland Curriculum Cohort Study (Harland *et al.*, 2002, 2003) wherein young people construed relevance in a number of ways. The dominant mode appeared to be the academic relevance of the curriculum to 'getting grades' and

passing exams, irrespective of how relevant the young people found their studies in other regards. Thus, improving the relevance alone of the curriculum might not be enough to turn around learners' engagement or motivation.

Chapter 3 – NFER literature search references

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Appendix A – Literature review search strategy (details)

Search strategy

Search strategies for all databases were developed by using terms from the relevant thesauri (where these were available), in combination with free-text searching. The key words used in the searches, together with a brief description of each of the databases searched, are outlined below. Throughout the * symbol has been used to denote truncation of terms.

Australian Education Index (AEI)

AEI is produced by the Australian Council for Educational Research. It is an index to materials at all levels of education and related fields. Source documents include journal articles, monographs, research reports, theses, conference papers, legislation, parliamentary debates and newspaper articles.

- #1 Learning Motivation
- #2 Student Motivation
- #3 Student Engagement
- #4 Aspiration
- #5 Motivation Techniques
- #6 Rewards

British Education Index (BEI)

BEI provides bibliographic references to 350 British and selected European English-language periodicals in the field of education and training, plus developing coverage of national report and conference literature.

- #1 Learning Motivation
- #2 Pupil Motivation
- #3 Student Motivation
- #4 Self Motivation
- #5 Aspiration
- #6 Ambition
- #7 Objectives
- #8 Motivation Techniques
- #9 Motivation Tests
- #10 Incentives
- #11 Rewards

Canadian Business and Current Affairs (CBCA)

CBCA provides indexing and full text access to the principal educational literature publications in Canada, covering all significant reports of government departments, faculties of education, teachers' associations, large school boards and educational organisations. Over 150 educational periodicals, plus educational articles in over 700 general journals and newspapers are indexed.

- #1 Motivation
- #2 Students
- #3 Learning
- #4 Academic Achievement
- #5 Teacher Student Relationship
- #6 Education
- #7 #1 AND #2
- #8 #1 AND #3
- #9 #1 AND #4
- #10 #1 AND #5
- #11 #2 AND #3
- #12 #2 AND #4
- #13 #2 AND #6

Current Educational Research in the United Kingdom (CERUK)

CERUK is a database of current or on-going research in education and related disciplines. It covers a wide range of studies including commissioned research and PhD theses, across all phases of education from early years to adults.

- #1 Motivation
- #2 Pupil Motivation
- #3 Student Motivation

ChildData

ChildData is produced by the National Children's Bureau. It encompasses four information databases: bibliographic information on books, reports and journal articles (including some full text access); directory information on more than 3,000 UK and international organisations concerned with children; Children in the News, an index to press coverage of children's issues since early 1996; and an indexed guide to conferences and events.

- #1 Motivation
- #2 Intrinsic
- #3 Extrinsic
- #4 Engagement
- #5 Aspiration*
- #6 Ambition*
- #7 Incentive*
- #8 Reward*

The Educational Resources Information Center (ERIC)

ERIC is sponsored by the United States Department of Education and is the largest education database in the world. It indexes over 725 periodicals and currently contains more than 7,000,000 records. Coverage includes research documents, journal articles, technical reports, program descriptions and evaluations and curricula material.

- #1 Learning Motivation
- #2 Student Motivation
- #3 #1 OR #2
- #4 Preschool Education
- #5 Early Childhood Education
- #6 Kindergarten
- #7 Elementary Education
- #8 Primary Education
- #9 Secondary Education
- #10 Elementary Secondary Education
- #11 #4 OR #5 OR #6 ... #10
- #12 Adult Education
- #13 Higher Education
- #14 Universities
- #15 #12 OR #13 OR #14
- #16 #3 AND #11 NOT #15
- #17 Self Motivation
- #18 Aspiration
- #19 #17 OR #18
- #20 #11 AND #19 NOT (#3 OR #15)
- #21 Student Engagement
- #22 #11 AND #21 NOT (#3 OR #15 OR #20)
- #23 Motivation Techniques
- #24 Incentives
- #25 Rewards
- #26 #23 OR #24 OR #25
- #27 #11 AND #26 NOT (#3 OR #15 OR #20 OR #22)

PSYCINFO

This is an international database containing citations and summaries of journal articles, book chapters and technical reports, as well as citations to dissertations in the field of psychology and psychological aspects of related disciplines, such as medicine, sociology and education.

- #1 Motivation
- #2 Academic Achievement Motivation
- #3 Achievement Motivation
- #4 Intrinsic Motivation
- #5 Extrinsic Motivation
- #6 Educational Incentives
- #7 #1 OR #2 OR #3 ... #6
- #8 Preschool Education

- #9 Preschool Students
- #10 Kindergartens
- #11 Kindergarten Students
- #12 Primary School Students
- #13 Elementary Education
- #14 Elementary Schools
- #15 Secondary Education
- #16 #8 OR #9 OR #10 ... #15
- #17 #7 AND #16

System for Information on Grey Literature in Europe (SIGLE)

SIGLE is a bibliographic database covering European non-conventional (grey) literature in the fields of humanities, social sciences, pure and applied natural sciences and technology, and economics.

- #1 Motivation
- #2 Learning
- #3 Learner*
- #4 Pupil*
- #5 Student*
- #6 #2 OR #3 OR #4 OR #5
- #7 #1 AND #6
- #8 Engagement
- #9 #6 AND #8
- #10 Aspiration*
- #11 Ambition*
- #12 Incentive*
- #13 Reward*
- #14 #10 OR #11 OR #12 OR #13
- #15 #6 AND #14
- #16 Intrinsic
- #17 Extrinsic
- #18 #16 OR #17
- #19 #1 AND #18

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