

CORE
CONTENT
FRAMEWORK
TOOLKIT
2024-2025

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The cover features a white central area where the title is placed. This area is bordered by diagonal stripes in dark blue and light blue. The top right corner shows a stack of books, with the top one being an open book with its pages fanned out. The background behind the books is a solid teal color.

CCF STANDARD ONE

Lazowski, R., and Hulleman, C. (2015) Motivation Interventions in Education: A Meta-Analytic Review

Introduction and links to Core Content Framework

This meta-analysis looks at a range of interventions in education which are grounded in motivation theories and examines the extent to which they affect educational outcomes. The included studies cover 92 interventions and, between them, involved 38,377 participants. For the purposes of this review, an intervention study is an empirical investigation which compares an experimental group which receives an intervention to a control group which does not. It therefore provides causal evidence of which interventions are the most effective.

1.1	Teachers have the ability to affect and improve the wellbeing, motivation, and behaviour of their pupils.
1.3	Teacher expectations can affect student outcomes: setting goals that challenge and stretch pupils is essential.

Key points and findings

What is motivation?

- The Latin derivative of the word 'motivation' means 'to move'.
- At its most basic level, motivation is often described as intrinsic (arising from internal sources such as enjoyment or interest), or extrinsic (arising from external sources such as receiving a reward).
- However, within psychology and education, there are many other types of motivational goals.
- The interventions which were examined for this review are based on the social-cognitive theories of motivation outlined below. The full report provides examples of research studies for each one. Apart from the 'need for achievement theory', interventions arising from all theories cited were proved to raise motivation.

- students discover the relevance of academic material to their lives through writing exercises - e.g., students may be asked to write about how an aspect of their course material relates to their lives.
- *Goal setting theory* claims that specific, difficult task goals produce higher commitment and performance than vague goals that are easy to attain. It has produced interventions that help students set specific, realistic academic goals through direct instruction.
- Dweck's *implicit theories of intelligence* posits that students' beliefs about whether intelligence is fixed (i.e., entity mindset) or is malleable (i.e., incremental mindset) influence goal striving, persistence, and performance. It has inspired a series of interventions that help students realise that they can become more intelligent by tackling challenges.
- *Interest theory* posits that the development and deepening of interest in specific topics is influenced by situational and individual difference factors. It has led to interventions that excite and engage students in a topic through expressive writing and stimulating learning activities.
- *Need for achievement theory* aims to explain why some individuals are more motivated to achieve than others. It emphasises the importance of mastery, high achievement, and doing better than others to reach one's full potential. It has produced interventions that encourage students to strive for high achievement through direct instruction in understanding achievement-related emotions and cognitions and adopting higher standards and action strategies.
- *Possible selves theory* posits that students' conceptions of what they might become (both desired and feared) serve as incentives for future behaviour. It has inspired interventions which help students to draw connections between successful future selves and current school involvement through interactive activities and written reflections.
- *Self-affirmation theory* enables individuals to affirm their self-worth and value. It has produced interventions that help students maintain self-integrity by affirming important values in writing exercises.

Theories of motivation and interventions

- *Achievement emotions theory* posits that emotional experiences in school emanate from students' perception of control and value. It produces interventions which focus on reducing worry and enhancing happiness and well-being through personal improvement exercises.
- *Achievement goal theory* tells us that students' goals for engaging in an activity shape how they approach, experience, and react to achievement situations. It produces interventions which encourage students to adopt mastery goals for learning and to value the process of learning as much as the product. His contrasts with performance goals where individuals are motivated by the desire to outperform others.
- *Attribution theory* posits that students' internal explanations for success or failure influence subsequent achievement behaviour. It has produced interventions that help students attribute academic struggles to lack of effort through individual and group activities.
- *The expectancy-value framework* works on the premise that student motivation is determined most proximally by success expectancies and perceived task value. It has inspired interventions that help