

ENDIGI

Encouraging Digital Competence
for VET Learners in Europe

2021-KA226-2FF4477E Erasmus+ project

Transnational Summary Report (UK, CY, SP, GR)

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1. DESCRIPTION OF THE METHODOLOGY

1.1. DESCRIPTION OF TASKS

The development of the preliminary investigation was coordinated by SYNTHESIS. Different types of research were carried out (including field research) in order to understand the demotivation of VET learners regarding learning digital competences:

-Reports and questionnaires related to the actions, strategies and tools already carried out by counsellors and trainers.

-Questionnaires filled out during orientation sessions and related to training. Learners answered questions such as what discourages them, what could motivate them, what makes it difficult for them to access training, why they think it is not important, etc.

-Previous research on the same or analogous fields.

-Research on existing training programmes and pedagogical models.

Each partner made a report of their country following the model prepared by SYNTHESIS, who was responsible for writing the conclusions in terms of common elements and specific characteristics.

1.2. PRELIMINARY INVESTIGATION OUTLINE

The preliminary investigation outline was based on 2 layers of investigation:

1. Primary Research in the form of Field Research (questionnaires, focus groups)
2. Secondary Research in the form of Desk Research (literature review)

The types of research design utilised were exploratory research design and causal research design.

Exploratory Research Design refers to research conducted when it is necessary to **understand the general nature of the problem**, identify possible alternatives to the solution, as well as relevant variables that need to be taken into account, relating to the phenomenon demotivation in VET learners and the factors contributing to it.

Causal Research Design refers to research aimed at **determining the relationship between a cause and effect**. It is also known as explanatory research, and it can help establish causal links between demotivation of VET learners and possible causes, therefore informing potential interventions to boost the learning process and the acquisition of digital competences.

The preliminary investigation was carried out in 3 phases:

For Primary Research:

1. Preparatory Phase: identification of suitable participants (VET learners, VET teachers, VET stakeholders)
2. Implementation Phase: administration and collection of questionnaires, delivery of focus groups (either online or phase to phase)
3. Processing Phase: collection and summary of findings (per partner)

For Secondary Research:

1. Preparatory Phase: Collection of existing data (literature review)
2. Processing Phase: Processing of data, input of findings onto the template
3. Iterative Phase: Review and partner feedback & brief discussion

Final Phase:

Integration of the findings of Primary Research & Secondary Research will be combined into a final report created by SYNTHESIS, and will be included in the Methodology document, which is one of the main Intellectual Output of the project.

1.3. QUESTIONNAIRES

Three types of questionnaires have been designed: one for Learners, one for VET Teachers / Instructors, and one for Stakeholders / Providers.

The three questionnaire models are attached below.

Primary Research Template Questionnaire Template for VET Learners

Demographic Information:

Age group
Gender

Background Information:

1. Are you currently a VET learner?
2. Have you been a VET learner in the past?
3. Are you thinking of becoming a VET learner in the future?
4. Have you ever dropped out of a VET course or learning programme?

VET learning experience:

5. What were the reasons that made you drop out of the course / learning program (you can choose more than one)?
 - Lack of time
 - Lack of motivation
 - Poor Quality of the training programme
 - Lack of financial stability and/or resources
 - Poor connection with the instructor
 - Poor facilities
 - Personal / family reasons
 - Other (please indicate) _____
6. Did you seek out support before dropping out?
7. If yes, how was your request handled?
It was handled well, it was handled poorly, it was not answered at all
8. If no, what were the reasons that prevented you from seeking support before dropping out?
 - Embarrassment
 - Confusion as to whom to contact
 - Inability to explain effectively
 - Not interested in receiving support
 - Not interested in continuing with the course/training program
9. During a VET program/course have you ever felt demotivated?
10. How would you describe feeling demotivated?
 - An overall lack of motivation for all things and tasks
 - A lack of motivation only in relation to attending/completing the VET training/program
 - Feeling bored
 - Feeling unheard
 - Feeling unimportant
 - Feeling overwhelmed
 - Having difficulty in communicating with other VET learners and/or the instructor

11. What, in your opinion, contributed to those feelings of demotivation?

- The VET teacher/instructor
- The rest of the VET learners
- The content of the training
- The difficulty of the training
- Delivery of the training and teaching methods
- Personal circumstances
- Outside events (not related to the VET environment)

12. What would have changed these feelings of demotivation for you?

- Better communication with the VET learners
- Better communication and support by the VET teachers/instructors
- Better scheduling
- Better delivery of the training and different teaching methods
- Monetary or other awards and benefits associated with the VET learning/training
- External support (by family, friends, etc)
- Support offered by the VET provider
- One to one support sessions
- A change in personal circumstances
- Other (please indicate) _____

13. From your experience with VET learning so far, it is easier to become demotivated when dealing with what type of content?

- Theoretical
- Technical
- Both
- Other (please indicate) _____

Primary Research Template

Questionnaire Template for VET Teachers / Instructors

Demographic Information:

Age group:

Gender:

Years of experience in the VET sector:

Background Information:

1. Are you currently a VET teacher/ instructor?
2. Have you been a VET teacher/instructor in the past?
3. Are you thinking of becoming a VET teacher/instructor in the future?
4. How would you rate your experience as a VET professional?
Very positive, positive, neutral, negative, very negative

VET teaching experience assessment:

5. Have you experienced learners quitting the training or failing to commit to it?
6. What percentage do these learners represent in your experience?
 - 0%
 - 25%
 - 50%
 - 75%
 - more than 75%
7. What are the reasons -in your opinion- contributing to the above?
 - Lack of time
 - Poor performance
 - Lack of commitment
 - Lack of motivation
 - Lack of financial Resources
 - Difficulties in interpersonal communication
 - External factors (work, family, etc)
 - Personal factors (personal problems, struggles, illness)
 - Poor quality and/or delivery of the training
8. Have you observed students/learners becoming demotivated? What are the reasons, in your opinion, that lead to learners becoming demotivated?
 - Poor understanding of the learning material
 - Poor engagement in the learning process
 - Inefficient delivery of the training
 - Poor communication, rapport, or connection to the rest of the learners
 - Poor communication, rapport, or connection to the trainer/instructor
 - Difficulty with grasping new information and/or performing tasks/assignments

- Difficulties with technical competences
 - Personal Circumstances
 - Lack of support from the learner's environment (family, friends, etc.)
 - External situations
9. Did you take any corrective measures/initiatives to address demotivated learners?
10. What kind of measures/interventions did you offer for demotivated learners?
- One to one support sessions
 - Additional support within the class/group
 - Additional learning material
 - Change of delivery method or teaching method
 - Events/meetings or other group activities
 - Other (please indicate): _____
 - None
11. How successful were these interventions?
- Highly successful, successful, not successful, completely unsuccessful
12. What other interventions would you propose for demotivated learners?
(Please indicate).

Primary Research Template

Questionnaire Template for VET Stakeholders / Providers

Background Information:

1. What is your role within the VET sector?
 - VET provider
 - VET policymaker
 - Government or Public Authority
 - VET sector regulating body

VET Stakeholders / Providers Experience Assessment:

2. How would you rate the VET sector in your experience?
Very satisfactory, satisfactory, unsatisfactory, severely lacking
3. What are the main issues/problems/concerns in the sector?
 - Lack of funding
 - Lack of regulations
 - Poor quality of learners
 - Poor quality of teachers/instructors
 - Limited awareness about the sector
 - Poor quality of facilities/means of delivery for VET trainings
 - External social, political, and financial conditions
 - Other (please indicate): _____
4. Are you aware of the demotivation of learners as a negative factor within the sector?
5. How important would you say demotivation of learners is?
Very important, important, not very important, not important at all
6. Have you taken measures to address the demotivation of learners?
7. What measures/interventions/initiatives have you taken to address learners' demotivation?
 - Improved facilities
 - Flexible scheduling
 - Academic support services
 - Personal mentoring or other support
 - Benefits / Awards associated with training
 - Links between employment and VET training
 - Media and communication campaigns
 - Research into the issue
 - Policy changes
 - Other (please indicate) _____
8. What other suggestions do you have to address the demotivation of learners on your (stakeholder/provider) part? (Please Indicate)

2. SUMMARY PRIMARY RESEARCH

The summary of participation of the results of the questionnaires in each country is reflected below. Detailed conclusions of the results are included in the Methodology document.

2.1. VET LEARNERS

2.1.1

VET learners profile (UK)

NUMBER OF LEARNERS: 13
GENRE: 10 females (72.7%), 2 males (18.2%) and 1 N/A (9.1%)
AGE GROUP: From 16 to over 35

ACADEMIC SITUATION:

- 53.8% are currently studying and for 46.2% it is their first training experience
- 61.5% are interested in further training while 38.5% are not
- 53.8% have dropped other studies

VET learners profile (CY)

NUMBER OF LEARNERS: 13
GENRE: 10 females and 3 males
AGE GROUP: From 21 to over 35

ACADEMIC SITUATION:

- 61.5% are currently VET students
- 69.2% have been VET students in the past
- 69.2% are also thinking of remaining/becoming VET students in the future
- 84.6% have dropped other studies

VET learners profile (SP)

NUMBER OF LEARNERS: 16
GENRE: 3 female (19%), 13 male (81%)
AGE GROUP: From 16 to 28

ACADEMIC SITUATION:

- 100% are currently studying and for 31% it is their first training experience
- 69% are not interested in further training
- 50% have dropped other studies

VET learners profile (GR)

NUMBER OF LEARNERS: 5

GENDER: 3 female (60%), 2 male (40%)

AGE GROUP: From 19 to 22

ACADEMIC SITUATION:

- 100% are currently studying and have been a VET learner in the past
- 80% has been dropped out of a VET course or learning program and 20% have not

2.1.2 VET learners' results summary

Regarding the feeling of demotivation, the surveyed learners showed that the 3 main issues that affect them regarding this aspect are:

- Feeling bored
- Having difficulty in communicating with other VET learners and/or the instructor
- An overall lack of motivation for all things and tasks

In terms of what contributed to those feelings of demotivation, the learners overall responded:

- The content of the training
- The delivery of the training and the teaching methods
- The level of difficulty of the training
- The rest of the VET learners
- Personal circumstances
- The VET teacher/instructor

According to the surveyed VET students, the participants would be encouraged to continue with their studies if improvements in the following aspects would take place:

- Better delivery of the training and different teaching methods
- Support offered by the VET providers and better communication
- One to one support sessions

2.2. VET TRAINERS

2.2.1

VET trainers profile (UK)

NUMBER OF TRAINERS: 1
ROLE IN THE SECTOR: Teacher
AGE GROUP: From 31 to 35
YEARS OF EXPERIENCE: 5

ACADEMIC SITUATION:

- is currently teaching, has been a teacher in the past, and thinking of continuing teaching in the future
- the experience as a professional was rated positive

VET trainers profile (CY)

NUMBER OF TRAINERS: 4
ROLE IN THE SECTOR: Teacher / Instructor / Trainer
AGE GROUP: From 31 to 45
YEARS OF EXPERIENCE: Less than 5 to more than 10

ACADEMIC SITUATION:

- all of them are currently teaching

VET trainers profile (SP)

NUMBER OF TRAINERS: 3
ROLE IN THE SECTOR: Teacher / Instructor / Trainer
AGE GROUP: From 41 to 46

ACADEMIC SITUATION:

- 100% are currently teaching and for 33% it is their first training experience
- 67% are interested in further teaching

VET trainers profile (GR)

NUMBER OF TRAINERS: 3
ROLE IN THE SECTOR: Teacher / Instructor / Trainer
GENRE: 2 FEMALE (66,7%), 1 MALE (33,3%)
AGE GROUP: From 26 to 45

ACADEMIC SITUATION:

- 100% are currently teaching and 67% and 33% have been a VET teachers/instructors in the past
- 100% have experience with learners quitting or failing to commit

2.2.2 VET trainers' results summary

According to the surveyed VET expert, the participants will be encouraged to continue with their studies if the following measures would be taken:

- New activities
- Interactive presentations
- Role-plays
- Quizzes
- Group sessions
- Relaxing activities that are interesting for students
- Group dynamics

Main reasons for the demotivation:

- Poor engagement in the learning process
- Difficulty with grasping new information and/or performing tasks/assignments
- Poor communication or connection with the rest learners
- Poor understanding of the learning material

Main measures offered to demotivated learners: (GR completely different)

- Change of delivery method or teaching method,
- One to one support sessions
- Additional learning material and support within the class
- Additional support within the class/group

VET stakeholders profile (UK) : N/A

VET stakeholders profile (CY)

Number of participants: 4
Role: VET providers

VET stakeholders profile (GR)

Number of participants: 1
Role: VET providers

VET stakeholders profile (SP)

Number of participants: 1
Role: VET providers

VET stakeholder results summary

Main issues concerning the sector:

- External social, political, and financial conditions
- Lack of funding
- Limited awareness about the sector
- Poor quality of facilities/means of delivery for VET training

Main initiatives have you taken to address learners' demotivation:

- Improved facilities
- Flexible scheduling
- Links between employment and VET training

2.3. PRIMARY RESEARCH CONCLUSIONS

Overall, it appears that all the engaged parties in the VET sector (learners / stakeholders / teachers) are aware of the issue of demotivation in learners; however, there is disengagement in addressing the issue, which is mainly due to the lack of awareness and communication of the actual reasons that students feel demotivated and are therefore more likely to drop out of courses, and the subsequent lack of appropriate measures to meet the needs of the learners.

Despite the fact that, in many cases, the reasons contributing to demotivation / dropping out are beyond the immediate control of the VET providers / teachers, (personal reasons, family reasons, work reasons, etc), there are interventions that can mitigate those circumstances and give learners a better chance of completing their VET studies and remain committed and engaged throughout the process.

All the information collected through the forms will be used as a basis in the process of creating a new educational methodology, aimed at teachers, to make it easier for them to work with the participants efficiently and effectively.

3. SUMMARY SECONDARY RESEARCH

- DESK RESEARCH 1 -

Title: 'The role of EFL learners' demotivation, perceptions of classroom activities, and mastery goal in predicting their language achievement and burnout'

Author(s): Jahedizadeh, S., Ghanizadeh, A. and Ghonsooly, B.

Year of publication: 2016

Link: [The role of EFL learners' demotivation, perceptions of classroom activities, and mastery goal in predicting their language achievement and burnout - The Open University \(exlibrisgroup.com\)](https://www.exlibrisgroup.com/academic-articles/the-role-of-efl-learners-demotivation-perceptions-of-classroom-activities-and-mastery-goal-in-predicting-their-language-achievement-and-burnout)

Main Findings and/or Points of Interest:

This piece of research focused on the causes of demotivation and burnout for EFL students. One of the leading causes of demotivation was the course material such as textbooks. If the material provided was not kept up to date or was not presented in a way that kept the student engaged, then the students were likely to experience demotivation. Additionally, the research also found that the student's interest in what they are learning also played a big part in their motivation. Moreover, if the student is not actually interested in what they're learning and see little to no point of learning it then they are likely to become demotivated to learn. The third most significant reason for demotivation in their findings was a student's experience of failure. This could be low test scores or them struggling to memorize important information. Furthermore, the research also showed that the environment in which the students learn also plays a big factor in their motivation. Their peer's attitude towards learning, the facilities available to them, etc. These were also found to be causes of demotivation for students as it effected their emotions towards learning meaning that if the student was not happy in the environment in which they are learning then they are less likely to be motivated to learn and more likely to experience demotivation.

- DESK RESEARCH 2-

Title: 'Study on Learners' Demotivation in EFL Classroom – A Case Study at a Higher Vocational College.

Author(s): Can Chen.

Year of publication: 2019

Link: [EJ1247951.pdf \(ed.gov\)](https://www.ed.gov/eoexamples/privacy/111713main.pdf)

Reasons for demotivation:

This study focused on 'secondary vocational students' and their motivation to learn. They found that one of the biggest causes of demotivation was the student's relationship

with the teacher. Students reported that the students who performed better generally had a better relationship with the teacher and the teacher had more time for them. This, consequently, caused demotivation for the students that were not performing as well. Furthermore, teachers' competence and style of teach also had an effect on the student's motivation to learn. Different students respond better to different style of teaching and the style that this particular teacher(s) used did not work for every student which led to them not learning as well which then caused their demotivation.

When the student experience to much extra work or homework they experience demotivation. Students get overwhelmed by the workload causing them to find the motivation to do it.

Similar to the last piece of research, this study also found that students who experience failure are more likely to experience demotivation.

- DESK RESEARCH 3 -

Title: 'Does the anticipation of a merit grade motivate vocational test-takers?'

Author(s): Johnson, M.

Year of publication: 2007

Link: [Full article: Does the anticipation of a merit grade motivate vocational test-takers? \(open.ac.uk\)](https://open.ac.uk/articles/does-the-anticipation-of-a-merit-grade-motivate-vocational-test-takers/)

Main Findings and/or Points of Interest:

Findings showed that there was a positive relationship between consequential test taking and motivation. This means that when students are presented with recognition for their good work and potentially received rewards or other benefits, they generally show signs of increased motivation towards learning, however, when they are not provided with these, students tend to put less effort into their work and become demotivated from learning as they do not feel there is any benefit to doing so.

- DESK RESEARCH 4 -

Title: 'Virtual Classroom Insights Part 4: Causes For Student Demotivation'

Author(s): Maya Kolarova

Year of publication: 2018

Link: [Virtual Classroom Insights Part 4: Causes For Student Demotivation | VEDAMO](https://vedamo.eu/virtual-classroom-insights-part-4-causes-for-student-demotivation/)

Main Findings and/or Points of Interest:

This research found that learning difficulties such as dyslexia impacts a student's motivation to learn - If the student isn't receiving the appropriate support and the content of the course isn't present in an appropriate way then this may cause someone with learning difficulties trouble when trying to take in the content. Consequently, it

becomes easy for them to lose interest in what they are learning, and they can become demotivated. In addition to this, other health conditions such as depression can also affect a student's motivation to learn. It is common for someone suffering with depression to experience a lack of motivation and this may also cause them to become demotivated when learning. Additionally, the general environment of the class may also affect their motivation. The support the student receive plays a big part in their learning. If the students do not feel that they are being supported emotionally, intellectually, and socially then they may start to experience demotivation when learning. This also plays into bullying. Students of all ages and in all different places of education experience bullying. If they do not receive help and support with this issue, then this may cause the student to pull back from the learning and become demotivated in the class.

In addition to this, excessive testing can also cause demotivation. While exams and tests can better help pupils prepare for a final assessment (if one is given on their course), excessive testing can cause them to become overwhelmed and lose interest in the overall learning.

-DESK RESEARCH 5-

Title: Computational Thinking and Robotics: A Teaching Experience in Compulsory Secondary Education with Students with High Degree of Apathy and Demotivation

Author(s): Belkis Díaz-Lauzurica, David Moreno-Salinas

Year of publication: 2019

Link: <https://www.mdpi.com/2071-1050/11/18/5109>

Main Findings and/or Points of Interest: In present and future society, all individuals must be able to face the problems, risks, advantages and opportunities that will arrive with new paradigms in the labour market, social relations and technology. To reach this goal, a quality and inclusive education together with a proper and complete formation in technology (communications, robotics, programming, computational thinking (CT), etc.) must be imparted at all educational levels. Moreover, all individuals should have the same opportunities to develop their skills and knowledge, as stated in Goal 4 of the Sustainable Development Goals, Sustainable Education. Following this trend, in the present work, a practical experience about how to teach CT using robotics is developed, showing the results and evaluation of the lessons on robotics taught to students in their 4th year of compulsory secondary education, and where the students showed a high degree of apathy and demotivation. The teaching unit was based on an action research approach that includes a careful selection of pedagogical techniques and instruments to attract and keep the attention and interest of the students. In addition to the robotics lessons, a previous computational thinking training with Blockly Games was carried out, which contributed to noticeably increase the students motivation and to introduce them to the programming of robots. Moreover, gamification was used to motivate and evaluate the individual knowledge, and the students were required to present the work performed through a final project. The individual needs of the students were fulfilled with a daily monitoring. The results show that the pedagogical techniques, instruments and evaluation were adequate to increase the motivation of the students and to obtain a significant learning, showing how the teaching of CT may attract students that have lost interest and motivation, while providing them with abilities that will be essential for the learning throughout life.

- DESK RESEARCH 6-

Title: Factors Causing Demotivation in EFL Teaching Process: A Case Study

Author(s): Selami Aydin

Year of publication: 2012

Link:

<https://files.eric.ed.gov/fulltext/EJ992267.pdf>

Main Findings and/or Points of Interest:

The current research was conducted for three reasons. First, research on motivation and demotivation in the English as a foreign language (EFL) learning and teaching processes had thus far mainly focused on language learners, although some recent studies had been conducted on the relationship between the teacher and student motivation (Bernaus, Wilson & Gardner, 2009), which is defined by Harmer (2001) as a kind of an internal drive to encourage the individual to pursue a course of action. Second, as EFL learning is quite different from English as a native or second language acquisition, in terms of native and target cultures (Gardner, 2007) and from other learning areas, demotivating factors in the EFL teaching process performed by nonnative teachers of English appear to warrant research in the Turkish context. As an additional note, the term demotivation refers to the lack of effort, need and desire in teaching process. Third, studies mainly focused on three issues: (a) teacher motivation, (b) strategies to motivate teachers, and (c) student-teacher motivation relationship (Addison & Brundrett, 2008; Roth, Assor, Maymon, & Kaplan, 2007) rather than on the factors that demotivate the EFL teachers. Fourth, research activities on the issue were mainly performed descriptively and analytically, as can be seen in the related literature presented below. Thus, a qualitative research was needed to identify all the factors causing demotivation in the EFL teaching process.

- DESK RESEARCH 7-

Title: “It's ok — Not everyone can be good at math”: Instructors with an entity theory comfort (and demotivate) students

Author(s): Aneeta Rattan, Catherine Good, Carol S. Dweck

Year of publication: 2012

Link:

<https://www.sciencedirect.com/science/article/abs/pii/S0022103111003027>

Main Findings and/or Points of Interest:

Fixed theory of math ability leads to diagnosing low ability from one test score. Fixed theory of math ability also leads to comforting students for low ability. Fixed theory of math ability also leads to practices unlikely to promote engagement. Comfort feedback leads students to perceive a fixed theory, express low motivation. Implications for how teaching behaviors can lock students into low achievement.

- DESK RESEARCH 8-

Title: From Demotivation to Remotivation: A Mixed-Methods Investigation

Author(s): Ali H. Al-Hoorie, Fatemah H. Albalawi

Year of publication: 2021

Link:

<https://journals.sagepub.com/doi/full/10.1177/21582440211041101>

Main Findings and/or Points of Interest:

The qualitative and quantitative results complemented each other by establishing a clear empirical link between LLMs and demotivation. The results revealed five paths leading to demotivation, as follows:

- Believing that one's language learning ability is fixed and inborn makes the learner susceptible to demotivation.
- Belief in a fixed language learning ability also weakens one's ideal L2 self.

- Having a weak ideal L2 self can set off demotivation.
- Belief in a fixed language learning ability also magnifies the impact of inevitable language related disappointments.
- Experiencing language disappointments (e.g., related to low oral proficient or teaching method) can contribute to demotivation.

- DESK RESEARCH 9-

Title: Reactivating Demotivated Learners - The ReAct Approach

Author(s): Thieme A Hennis, Pieter De Vries, Celia Ruiz

Year of publication: 2012

Link:

<https://www.academia.edu/download/39173755/00b7d51adacbc4807e000000.pdf>

Main Findings and/or Points of Interest:

This paper examines and presents the reAct approach as an innovative learning strategy which is developed and used to re-motivate the people who have been disengaged from education and learning. These groups of people experience further hurdles and reduced opportunities not only in learning but also in employment.

The main goal of this approach is to find ways to recover the intrinsic motivation to learn and thereby improve the opportunities for active participation. A crucial element is the development of an innovative learning strategy in which the learner is in control of the learning process, and an active participant rather than a passive receiver. The paper starts with an introduction on the challenge these people with reduce motivation and engagement pose to the society at large and the learning strategy developed to address with this matter. Internet technologies play a key role in the methodology and links to a virtual environment similar to social networks, which is user-configurable and based on the concept of the Personal Learning Environment (PLE).

The ReAct approach is based on a multilateral under the KA3 ICT action of the EU Leonardo program. The KA3 objective is "To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning". Therefore the project work is situated within lifelong learning contexts and focuses on the use of ICT to develop an innovative methodological approach that will motivate learners, and at the same time, help them to develop their lifelong learning skills. New technologies offer a potential for new approaches and the introduction of elements into training contexts that facilitate the development of changes in the intrinsic motivation of these learners

- DESK RESEARCH 10-

Title: Motivation for Learning among Students Undertaking Basic Vocational Training and University Studies within the Context of COVID-19

Author(s): Olmedo-Moreno EM, Expósito-López J, Romero-Díaz de la Guardia JJ, Pistón-Rodríguez MD, Parejo-Jiménez N.

Year of publication: 2021

Link: <https://doi.org/10.3390/su13063268>

Main Findings and/or Points of Interest

The main aim of the present study is to adapt the academic motivation scale (AMS) for use within basic vocational training and university students. Another aim was to analyze the characteristics of the different dimensions of motivation, whilst also examining existing significant differences between the two studied educational stages.

For this, exploratory and confirmatory factor analysis was conducted, alongside descriptive and inferential analysis of student responses. One of the main findings was that a reduced version of the AMS, made up of five dimensions and 21 items, demonstrated good internal consistency and fit. Further, it was observed that intrinsic motivation is higher in university students, whilst extrinsic motivation is higher during the basic vocational training stage. In addition, we uncovered significant differences between both educational stages with regards to the pleasure felt by students when they improve themselves, learn new things and attend the educational center. Differences also emerged in relation to the importance attributed by students to achieving a good and well-paid job.

With regards to amotivation, significant differences only exist in relation to the motives students have for attending classes and decision making about whether to continue studying the course they are enrolled on. Finally, the study analyzed how the variables sex, age, prior work experience and volunteering experience, and average grade influence the motivation of students undertaking basic vocational training student.

- DESK RESEARCH 11-

Title: Adaptation of the Educational Motivation Scale Into a Short Form With Multigroup Analysis in a Vocational Training and Baccalaureate Setting

Author(s): Expósito-López Jorge, Romero-Díaz de la Guardia José Javier, Olmedo-Moreno Eva María, Pistón Rodríguez María Dolores, Chacón-Cuberos Ramón

Year of publication: 2021

Link: <https://doi.org/10.3389/fpsyg.2021.663834>

Main Findings and/or Points of Interest:

The aim of the present study was to adapt the educational motivation scale into an abbreviated version (EMS-SF), in addition to analyzing its psychometric properties for use with vocational training (VT) and baccalaureate students using structural equations. A cross-sectional and ex post facto study was conducted with a sample of 1,159 students from the autonomous community of Andalusia (Spain). IBM SPSS® and IBM AMOS® software programs were used for data analysis.

With regard to the main outcomes, the scale reflected good fit indices in its short form, presenting a more parsimonious and easily understood questionnaire. The questionnaire was reduced from a total of 28–19 items. In the same way, the number of dimensions was reduced from seven to four, facilitating scale understanding and interpretation according to self-determination theory. As a main finding, it was observed that the most relevant items for baccalaureate students pertained to the pleasure derived from discovering things and to overcoming challenges, whereas in VT students, items pertaining to the satisfaction generated from exerting effort, achieving one's best and being well paid were more relevant.

In conclusion, findings urge the need to strengthen intrinsic motivation in VT students with the aim of avoiding demotivation and poor academic performance.

- DESK RESEARCH 12-

Title: Online student frustration. Causes and preventive actions

Author(s): Federico Borges

Year of publication: 2005

Link: <http://openaccess.uoc.edu/webapps/o2/bitstream/10609/84205/2/536-13372-1-PB.pdf>

Main Findings and/or Points of Interest:

This study focuses on e-learning and the agents involved in it.

It identifies what are the actions or inactions that lead students to feel frustrated and have problems to carry out the activities that they should within a training. And it also establishes which actions can be done by agents involved in e-learning in order to prevent learners' frustration.

- DESK RESEARCH 12-

Title: Influence of the motivation in the academic performance of VET students

Author(s): Javier J. Maquilón Sánchez, Fuensanta Hernández Pina

Year of publication: 2011

Link: <file:///C:/Users/FTSI/Downloads/Dialnet-InfluenciaDeLaMotivacionEnElRendimientoAcademicoDe-3678771.pdf>

Main Findings and/or Points of Interest:

This study focuses on the of the basics of motivation and its relationship with learning, followed by an empirical study which shows that both mid-level and higher level

vocational course students require supervision and specific training in all aspects related to motivation and learning strategies.

It explains how the current VET system works in Spain and shows which are the different options (what we call “professional families”), that future students can choose from depending on where they want to direct their professional careers

SECONDARY RESEARCH CONCLUSIONS

The Desk research carried out at a national level has resulted that the most common reasons for demotivation of students are:

- Course material, usually textbooks which are not updated
- Topic, if the students are not interested in the topic of learning they tend to lose focus and feel demotivation
- Students experience of failure, for example when students receive low score then they feel more demotivated
- The environment in which the students learn also plays a big factor in their motivation
- Students relationship with the teacher, students who performed better generally had a better relationship with the teacher and the teacher had more time for them. This, consequently, caused demotivation for the students that were not performing as well
- Student experience to much extra work or homework they experience demotivation
- Students who receive recognition for their good work or other benefits, they generally show signs of increased motivation towards learning, compared to students to don't.
- Student with learning difficulties who doesn't receive the appropriate support and the content of the course isn't present in an appropriate way then this may cause difficulties when trying to take in the content, and lose interest.