

Title masterproject:	Motivations, subjects, and teaching and learning methods
Theoretical context:	We will be using the Unified Model of Task-specific Motivation – UMTM (de Brabander & Martens, 2014) in order to study various populations of student/pupils with regard to primary school subjects (math, language and science) and more and less activating methods of teaching/learning in higher education in de social sciences and humanities. UMTM integrates various well-known motivation theories such as the self-determination theory (Deci & Ryan, 2000; Ryan & Deci, 2000a, 2000b), the flow-theory of Csikszentmihalyi (1990), the person-object theory of interest proposed by Krapp (2002; 2005), and several expectancy-value theories, namely the social-cognitive theory of Bandura (1977, 1986, 1992, 1997), the expectancy value theory of achievement motivation (Wigfield & Eccles, 2000) and the theory of planned behavior of Fishbein and Ajzen (Ajzen, 1991; Ajzen & Fishbein, 2008).
Research Question(s):	Motivations of pupils/students as measured by UMTM under various conditions
Study population:	Primary school pupils (group 6, 7 and 8) and/or students of humanities and social sciences at Leiden university
Type of measures:	Survey likert scales and semi-structured interviews
Activities for students:	Data collection, data analysis, reporting results
Supervisor:	Dr. F.J. Glastra and Dr. C.J. de Brabander
Number of students:	2
# ECTS	20 (thesis) <i>or</i> 30 (20 thesis + 10 internship)
Schedule:	October 2016 - June 2017