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Motivational developments in primary school: Group-specific differences in varying learning contexts

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APPENDIX A

	Traditional learning	Innovative learning
Collaborative learning	Teacher A mostly lets the children work individually. Whenever they work in together, it is usually to work on a short assignment. Everybody in the group receives the same grade for a group assignment.	Teacher B lets the children work in groups en collaboration is emphasized: every student participates and is responsible for the final group product. Teacher B also discusses how to collaborate: how to interact with each other and how to solve problems if those arise? Whenever an assignment is finished every students is held responsible for their own part.
Responsibility of the learning process	Teacher B tells the students what to do and when to work on which subject. So, all students work together on the same subject at the same time. Teacher B usually starts the lessons in front of the class and decides when students have to finish something.	In teacher A's class, students can plan for themselves when they want to work on which subject and on which assignment. So, not everybody works on the same subject at the same time. Students themselves are responsible for finishing their assignments in time. Students work with their own week schedule or planner. They often work independently and are allowed to make a lot of choices for themselves. Assignment allow students to work on them for a prolonged period of time and to explore for themselves. The teachers helps when necessary.
Authentic learning	In teacher A's class, the lessons such as calculations or spelling principles are often repeated so students can remember it well. Often, teachers learn principles or rules by heart.	Teacher B uses a lot examples of situations that students are faced with outside of school and thus especially relevant to them. Sometimes, lessons take place outside of the school or people from outside the school come into the classroom to tell something. At teacher B's school a biology class is for example taught outside, or students are allowed to write papers about topics they want to learn more about.
Innovative assessment methods	In teacher A's class, students often make standardized tests to determine their progress. The teacher keeps very well track of how students are performing in comparison to the national average, in order to identify students that are performing below average at an early stage. Students' get a report card with grades. This shows whether they are doing well in school.	In addition to tests, teacher B lets students save their work in a portfolio to determine whether the learning has progressed. Teacher B discusses with students, for example based on their portfolio, where they are and what they can continue to work on.

APPENDIX B

	Teacher and student perception of innovativeness	Students' preferences toward innovativeness
Collaborative learning	<u>Traditional</u>: Students do not often work together, i.e., maximum only once or twice a week, and when they work together, it is mostly to do smaller tasks.	<u>Traditional</u>: Student prefers to work individually, either because he or she like it better or because he or she feels they learn more from working individually.
	<u>Mixed</u>: Response in between the low and high category, for example when the student works together often, but only on smaller tasks.	<u>Mixed</u>: Response in between the low and high category, for example when the student expresses that he/she would prefer a combination of both individual and collaborative learning.
	<u>Innovative</u>: Students work together multiple times a week, including working on larger projects or assignments of which the structure included aspects of individual accountability and shared responsibility. Or when students are usually allowed to choose whether they want to work together or alone.	<u>Innovative</u>: Student prefers working together, either because he/she likes it better or because he/she feels they would learn more from working collaboratively.
Self-directed learning	<u>Traditional</u>: The teacher is mostly in charge of the learning process and students do not have to plan their work themselves. After instruction by the teachers, all students work on the same subjects.	<u>Traditional</u>: Student prefers the teacher to be mostly in charge of the learning process, telling them what and how to do it, and they do not have to plan their work themselves.
	<u>Mixed</u>: Response in between the low and high category.	<u>Mixed</u>: Response in between the low and high category.
	<u>Innovative</u>: For a substantial part of the day, students plan for themselves when they want to work on which subject and on which assignment and students themselves are responsible for finishing their assignments in time.	<u>Innovative</u>: Student prefers to plan when they want to work on which subject and on which assignment and are responsible for finishing their assignments in time.

	Teacher and student perception of innovativeness	Students' preferences toward innovativeness
Authentic learning	Traditional: Students learn mostly from books with learning is mostly aimed at memorization.	Traditional: student prefers learning from books and learning aimed at memorization, either because he/she likes that better or because he/she feels they would learn more from working that way.
	Mixed: Responses includes elements of both low and high degrees of authentic learning.	Mixed: the preferred learning environment includes elements of both low and high degrees of authentic learning.
	Innovative: Learning connects to students' daily lives and real world situations, for example by having students choosing their own topics for assignments, field trips, or inviting guest speakers.	Innovative: Student prefers ways of learning that connects to their daily lives and real world situations, either because he/she likes that better or because he/she feels they would learn more from working that way.
Innovative assessment	Traditional: Assessment is mostly summative by means of (formal) tests. Students get grades and report cards.	Traditional: Student considers summative testing beneficial to their learning.
	Mixed: Response in between the low and high category, for example when a teacher uses formal tests both as a way to see how students scored compare to the average class score and as a way for students to reflect on their own progress.	Mixed: the preferred assessment method includes a combination of formative and summative assessment.
	Innovative: Assessment is mostly formative and focused on progress of individual students, i.e., by means of a portfolio or for example conversations between the teacher and student.	Innovative: Student considers formative testing beneficial to their learning.