



Nottingham Trent
University
Psychology

Motivation in Learning

Venue: Teaching and Learning Building, Clifton Campus

Date: Thursday 26th June 2025

Time 9.30- 3pm

Centre for Research in Language, Education and Developmental Inequalities

The Centre for Research in Language, Education and Developmental Inequalities (CLEDI) is an interdisciplinary research centre which aims to understand different perspectives of language and education at child, family and community levels, including those which contribute to inequalities in developmental and educational outcomes across the lifespan.

We use research to design and evaluate novel approaches to countering inequalities, and are working to ultimately increase our theoretical knowledge and practical understanding, and to develop recommendations for local and national policy makers and professionals with respect to reducing and eliminating inequalities in life chances and educational outcomes.

An important aspect of our work is uniting practitioners, academics and researchers within and outside NTU to reflect on the implications of research for the education, care and CPD of relevant professionals.

As part of this, we are co-developing research projects, and with our community partners are fostering national and international academic partnerships that will support collaborative bids and cross-cultural and cross-sector programmes of work.

Motivation in Learning

Event Aims

The aim of the event is to bring together practitioners and academics in educational research to focus on the role of motivation in fostering learning. By doing so practitioners and academics will share insights and foster collaborations.

Event Sign- up

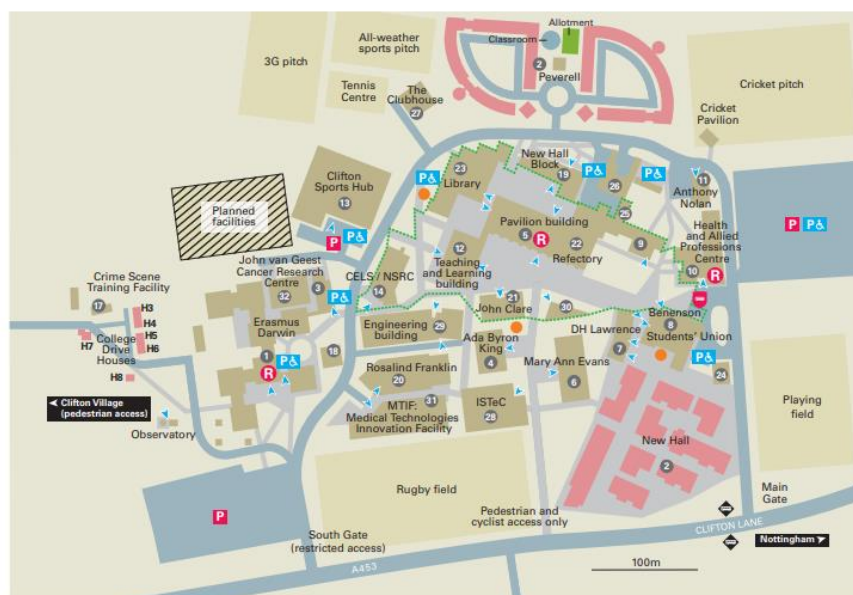
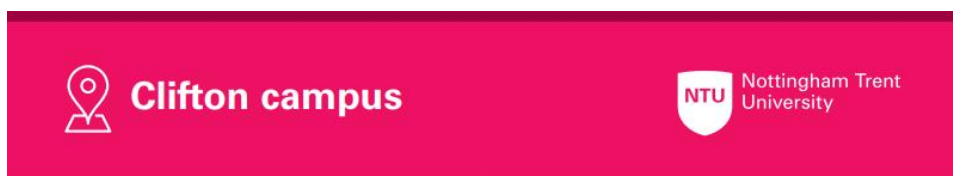
To sign up to the event please complete this MS Form:

<https://forms.office.com/e/6txnm79ZL3>

Event Location

The event will be held at the Clifton Campus in the Teaching and Learning Building.

Free parking is available.



Ada Byron King building.....	4	Lecture theatres.....	12 14 19 21
Anthony Nolan Trust Research Centre.....	11	Library.....	23
Benenson building.....	8	Maintenance.....	26
CELS building.....	14	Mary Ann Evans building.....	6
Clifton Sports Hub.....	13	MTIF: Medical Technologies Innovation Facility.....	31
Coffee bars.....	5 8	Natural Sciences Research Centre (NSRC).....	14
Crime Scene Training Facility.....	17	New Hall Block.....	19
DH Lawrence.....	7	Nursing Room.....	5
East Midlands Ambulance Service (EMAS).....	10	Pavilion building.....	5
Employability and Practice Development Centre.....	10	Prayer facilities.....	25
Employability team.....	5	Print Shop.....	7
Engineering building.....	29	Rosalind Franklin building.....	20
Erasmus Darwin building.....	1	Student residences.....	2
Finance Office.....	9	Student Support Services.....	9

One-way	Student residences
Pedestrian walkway	University buildings
Visitor parking	Bus stops
Accessible parking	No entry
Entrance with wheelchair access	Uni 4 bus stop
Main reception	Designated smoking area

..... Green Zone - This is a smoke-free and traffic-free area

Schools:
Nottingham Institute of Education..... 4
School of Science and Technology..... 1 3 6 11 14 16 17 18 20 28

Agenda

Time	Presenter	Talk
9-9.30am	Teas/Coffees	
9.30-9.45am	Dr Emma Vardy	Welcome and introduction to CLEDI
9.45- 10.15am	Dr Richard Remedios	How should parents motivate their children prior to high-stakes exams?
10.15-10.45am	Dr Caroline Ford	My brain goes completely blank": Factors impacting on pupils motivation and adjustment to secondary school mathematics learning.
10.45 -11.15am	Dr Kristján Ketill Stefánsson	"For Me Reading is a Waste of Time": The Decline of Reading Enjoyment in Iceland
11.15-11.30	Break	
11.30 -12	Dr Andrew Holliman	Peer Climate Matters for Academic Motivation and Student Functioning in Higher Education
12 – 12.30	Prof Julie Hulme	Relatedness, competence, autonomy: Insights into disabled student experiences from self-determination theory
12.30-1pm	Jane Harding	Local Challenges - Engaging and Motivating Boys in the Early Years
1-1.30pm	Aaron Jordan, Millfield L.E.A.D Academy	Motivation in the Classroom
1.30-2pm	Lunch	
2-2.45pm	Round table discussions	
2.45-3pm	Dr Emma Vardy to close the day	

Speakers

Dr Richard Remedios

How should parents motivate their children prior to high-stakes exams?



The way students think can be shaped by those who motivate them. For example, during periods of high-stakes exams, evidence suggests there are considerable differences in the way students interpret their teachers' motivational messages (Putwain, Symes, Nicholson & Remedios, 2020). During this period, students also receive motivational messages from their caregivers, typically their parents. But how do students receive these messages? And what relationships are there between how students receive these messages and their ongoing motivation, anxiety and academic performance?

In this talk, I firstly explain the types of categories of messages that students report receiving from their parents. I explain how we developed these messages into a questionnaire (the Parental Motivational Messages questionnaire). (study 1). Next, I will report findings from a study (n=1300) about the relationships between four categories most relevant to the message students received from their parents (Pride, Reassurance, Behaviour Change and Consequence) and mastery, anxiety, self-efficacy, gender, and socio-economic status (study 2). Finally, I turn to the situation in higher-education and how students may experience messages differently when they go to university i.e., move out of home and are largely campus-based (study 3).

In short, our findings suggest that there are certain situations when students are most and least affected by our attempts to motivate them. However, we are in the early stages of this research so we welcome views from teachers and caregivers about our findings and how they might be practically useful for them, and where we should go next with our research.

Dr Caroline Ford

“My brain goes completely blank”: Factors impacting on pupils’ motivation and adjustment to secondary school mathematics learning.



Pupil's experiences can shape their motivation for learning, some of these experiences impact negatively and become a barrier to learning. Mathematics is a cognitively complex subject (Fritz, et al., 2019) in which performance and motivation are impacted by emotional factors either positively such as mathematical self-efficacy (Skaalvik et al, 2015), interest in mathematics (Pekrun, 2006) or negatively by mathematics anxiety (Hill, et al., 2016).

Of particular interest is how these emotional factors impact pupils from primary to secondary education as this is a time of extreme pressure for children (Bagnall, Skipper & Fox, 2022). Mathematics is one of the subjects that students appear to struggle with during this transition from primary to secondary school. Research indicates that pupils demonstrate a decline in their interest and motivation in learning mathematics (Martin et al, 2015, Paul 2014) and changes in maths anxiety (Klee & Miller, 2019).

In this talk I will discuss the findings from the qualitative aspect of a longitudinal mixed methods research project and welcome feedback as to developing recommendations for schools, teacher, parents and pupils on how to alleviate the negative impact.

Dr Andrew Holliman

Peer Climate Matters for Academic Motivation and Student Functioning in Higher Education

Research on self-determination theory has demonstrated the importance of the motivational environment created by teachers for student motivation, engagement, and well-being in school settings. However, there is a scarcity of work in tertiary education investigating how other social agents (e.g., peers) facilitate or undermine student motivation and their subsequent academic functioning. This presentation draws on a recently published study in the *International Journal of Applied Positive Psychology*, which focused exclusively on how different aspects of the peer-created climate are associated with university students' motivation, engagement, and burnout. The study employed a cross-sectional, correlational design to test a hypothesized model accounting for a sequence of relationships between the



perceived peer-created learning environment, academic motivation, and indices of student functioning. A total of 373 undergraduate psychology students (males = 85; females = 287; unreported = 1) completed validated measures of perceived peer-created climate, academic motivation, and student functioning. A multi-group path analysis revealed that perceived peer-autonomy supportive climate was a significant positive predictor of both autonomous and controlled regulation, but inversely related to amotivation. In turn, higher levels of autonomous motivation were strongly related with higher levels of engagement, and lower levels of burnout symptoms among the participants, whereas inverse links were observed for controlled and amotivation predicting these same outcomes. The findings suggest that peer influence is important for fostering academic motivation and healthy functioning among university students. This work has important practical implications for educators and

teachers who seek to optimise motivation, engagement, and well-being through peer-created learning climates.

Prof Julie Hulme

Relatedness, competence, autonomy: Insights into disabled student experiences from self-determination theory

Disabled students are under-represented in higher education, and when they do participate, are at increased risk of withdrawal, non-completion, and underachievement. Working alongside a number of disabled student researchers (who will be introduced during the talk), our qualitative research has revealed a number of factors that may explain these outcome gaps. Disabled students frequently experience barriers to social integration, including stigma, ableism from university staff and their peers, and being unable to access social and extra-curricular opportunities within their student lives. Inaccessibility of learning can lead to students feeling like they are fighting to cope, never mind to succeed. Finally, working with support workers, and having to 'manage' non-medical helpers at university can affect students' sense of independence and agency. This talk will explore how students talk about their higher education experiences, and relate the findings from across several different projects to reflect on how inclusive practices to enhance relatedness, feelings of competence and a sense of autonomy can both empower and motivate disabled students in different educational contexts.



Jane Harding

Local Challenges - Engaging and Motivating Boys in the Early Years

Despite years of research pointing to the importance of access to quality years provision and the impact this has on future success, and work which highlights the current inequalities between the attainment of boys and girls, boys in Nottingham City continue to struggle to attain a Good Level of Development (GLD) at the end of their early years. This presentation will look at key data messages and trends identified from EYFSP analysis and explore some of the challenges and barriers facing boys in Nottingham City.

Aaron Jordan

Motivation in the Classroom: A Teacher's Perspective



I will explore the implementation of self-regulation as a defining principle of our school and how we established pupil motivation. I will map out what effective practice looks like in each subject and how we place the learner at the centre of the assessment cycle. The talk will explore self-regulation models in different subjects and how the motivation of the learner – and the continual mantra of ‘find a gap, close a gap’ – has within a six year period changed us from a bottom 10% school to a top 5% school.

Dr. Kristján Ketill Stefánsson

"For Me Reading is a Waste of Time": The Decline of Reading Enjoyment in Iceland

Enjoyment of reading is a fundamental aspect of successful schooling for many children (Schiefele, 2012). Despite historically high literacy rates in Iceland, concerns about children's lack of enjoyment of reading have been growing among educators. Since the first PISA survey in the spring of 2000, three statements measuring reading enjoyment in 10th grade have been included in PISA administrations every nine years. These statements are: "I read only if I have to"; "Reading is one of my favorite hobbies"; "For me reading is a waste of time." The same statements have been administered to most 10th graders in Iceland (74% - 93%) annually in an optional internal evaluation survey for compulsory schools since 2012. The concurrent results of these optional surveys and PISA have been shown to be similar, indicating the validity of both measurements (Stefánsson, 2023). In 2000, 37% of 10th graders *strongly disagreed* that reading was a waste of time for them. In 2024, only 17% of 10th graders in Iceland *strongly disagreed* that reading was a waste of time for them. More detailed results along with confirmatory factor analysis and measurement invariance testing will be presented, further supporting the validity of the measurements. Some possible reasons for the observed decline in reading enjoyment (e.g., extensive smartphone use) and some potential ways to support enjoyment of reading (e.g., teacher feedback and self-regulation strategies) will be discussed.

