

Field for Dissertations

Effects of homework supervision offers on motivational interference in learning.

State of research: Learning often conflicts with attractive leisure alternatives. Such attractive alternatives lead to motivational conflicts and motivational interference (e.g., Fries & Dietz, 2007). Until now little is known about the situational conditions determining whether students can shield their learning activities from these alternatives. By the implementation of full-day schools in Germany, schools take over increased responsibility for homework supervision. We assume that structuring time due to participating in homework supervision leads to smaller motivational interference and in the long run to greater self-regulatory competencies in resolving motivational conflicts.

Research questions: How do different settings of scholastic home work supervision (especially in full-day schools) affect the experience of motivational interference? What kind of supervision offers lead to an effective regulation of motivational interference outside of the school? Do unprivileged children and adolescents also profit from such supervision offers? How does the experience of motivational interference relate to the acquisition of competencies?

Method: Observation study coupled with questionnaire study (videotapes of different homework supervision settings; videos should be analyzed in combination with self-report data of pupils and supervisors); appropriate data from the longitudinal study of the RS (e.g. tendency to experience motivational interference, self-report on motivational and structural aspects of homework supervision offers, achievement tests).