

# Out-of-School Learning and Students' Motivation

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## *Abstract*

Out-of-school learning has been reviewed (Şen, A. İ. et al., 2021) as a promising way of teaching Science actively due to its ability to provide students with first-hand experience. Another driving force of education is motivation. It can stimulate a considerable part of students' abilities and help lead to achieving desired educational aims. In this contribution, we provide partial results of evaluating students' motivational orientation concerning learning in out-of-school settings. The background for the study is an Erasmus+ project, where partners from four countries (Turkey, Slovakia, Czech Republic and Germany) aimed to develop an out-of-school learning curriculum for teacher training study programmes. Herein, we present the Slovak motivation data gained while performing and evaluating two specific activities proposed for the following out-of-school setting: (i) education in the pharmacy and (ii) education in the distillery (Skoršepa et al., 2022). The research includes data from 152 grammar school students (average age  $M = 15.76$ ). The renowned psychological tools MSLQ (Pintrich et al., 1991) and IMI (McAuley et al., 1989) were used to measure students' motivation. In addition to the primary research goal mentioned above, the additional questions were examined: (i) Are there measurable factors affecting students' motivational level related to education outside of school? (ii) Is there a quantitative relationship between the students' motivational orientation levels before and after implementing activities in an out-of-school environment? To what extent is it possible to predict certain aspects of (mainly internal) motivation after implementing education based on the motivational orientation before its implementation?

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## *Keywords*

out-of-school learning, motivation, Motivation Strategies for Learning Questionnaire (MSLQ), Intrinsic Motivation Inventory (IMI)