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Students' goal preferences, ethnocultural background and the quality of cooperative learning in secondary vocational education

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APPENDICES

APPENDIX A: CHAPTER TWO

Student Statements referring to Goal Preferences

<i>Goal preferences</i>	<i>Sample from the interview</i>
Achievement/ mastery	
Mastery	“Yes, I like to learn new things all the time”. “I am here to learn stuff, so I will be able to do it myself later in my career”.
Achievement/ performance	
Academic/ to get a certificate	“It want to engage in school tasks, because getting my certificate is very important, just to have something in my pocket, eh well yes it is just handy and easy. I don’t know yet what I want to do later”.
Superiority/ Individuality	“I want to be a better student than others”
Academic/ to prepare for a future education	“Before this school I was in Pre Vocational Education, and eventually I want to go to higher vocational education. So this is just a stepping stone”.
Academic/ complying	“I will engage in the group task, otherwise I get kicked out of the classroom” (see Lemos, 1996).
Academic/ working	“So that I don’t have to do homework” (see Lemos, 1996).
Work avoidance	“Minimize the effort, I just try to do as little as possible” (See Dowson & McInerney, 2001).
Well-being goal domain	
Entertainment	“I want to enjoy myself (laugh) as much as possible. I would like to say that I enjoyed my time at school” (compare enjoyment goals of Ford, 1992; Lemos, 1996).
Affective Goals	“I want to feel at ease and self-confident, I express myself better than”
Social Goal domain	
Social Responsibility	“It’s all about cooperation, alone you are nothing. Therefore it is important to learn how to do it” (Ford, 1992).
Social Support	“It is important to support each other, ask questions like “Can I help you?”
Belongingness	“I think it is very important that you like your group members”
Self-Determination	
Self-Determination	“I like to use my creativity and think for myself. If I already know that we have to write up some boring things and I can see no challenge at all, then I lose my motivation”.

Context

Type of Task	“The task is not really a group task, otherwise we would have to ask each other questions, and answer them. This is just answering questions from a book and that is not what I consider group work”
Teacher Behavior	“I want more guidance; I think we have too much freedom now. She (the teacher) was never there”
Group Composition	Since we got to know each other better, the quality of our cooperation is much better. In this group we all like each other”
Reward	“I think it is good that with a group task, everybody still receives an individual reward, so you know exactly who did what and when”. “We work much harder when we receive a reward afterwards”
