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MASTER THESIS

Using Course Movie Trailers to Affect Intrinsic Motivation

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Declaration of Authorship

We, Even V. RØSSLAND and Franziska M. VOGLER , declare that this thesis titled, "Using Course Movie Trailers to Affect Intrinsic Motivation" and the work presented in it are our own. Where we have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely our own work.

Date:
May 22, 2019

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Abstract

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Using Course Movie Trailers to Affect Intrinsic Motivation

by Even V. RØSSLAND and Franziska M. VOGLER

This master's thesis investigates the connection between movie trailer emotions, such as curiosity, inspiration, interest, and excitement and motivation in order to examine if a course movie trailer can be utilized to affect students' intrinsic motivation. Based on existing theory and research in the field we hypothesised that: "Students who watch a course movie trailer as a course introduction, will maintain their intrinsic motivation better over time, compared to students who attend a traditional course introduction." To test this hypothesis, we created a course movie trailer in collaboration with the teacher of the course MM-501, E-learning and Games at the University of Agder.

The main approach of this thesis is a quasi-experiment that collects data from students attending the course. Two surveys were conducted over a period of three months. The results of the quasi-experiment were used to check for indications of differences in motivation between students who watched a course movie trailer and students who attended a traditional course introduction in the same course. The results show a tendency that indicates that the course movie trailer's ability to trigger curiosity may have affected the students' motivation to learn.
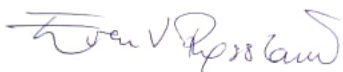
Preface

We wanted to look deeper into multimedia content that has a connection to learning. In this case we decided to investigate movie trailers and their qualities to influence and engage. Course introductions are, in our opinion, often not inspiring or exciting, and we were interested to see if we could affect students' first impression of a course in a positive way. As the thesis title implies, we look at the connection between one specific part of multimedia, course movie trailers, and one specific part of motivational theory, intrinsic motivation. The selected topics for the title were chosen because we believe that movie trailers can be used to motivate, and we can argue that the most advantageous form of motivation for learning is intrinsic motivation. We also chose to use the term affect rather than effect, influence or impact, because, at this stage of the investigation we wanted to look at several aspects of connections and links between movie trailers and motivation. If we could determine or find indications that one or more of a movie trailer's qualities were able to affect one or more aspects of intrinsic motivation, we assumed that this project could be used as a foundation to investigate those connections more thoroughly in the future.
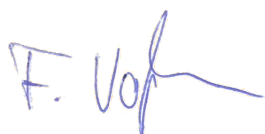
We want to thank our supervisors, Rune Andersen and Christian Simonsen for their support during planning and implementing this master thesis. In truth, without them we would not be able to create the course movie trailer. We also want to thank the class attending the course MM-501 E-learning and Games for their voluntary participation in our surveys and interviews.

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List of Abbreviations

- IM = Intrinsic motivation

- EM = Extrinsic motivation

- AMS-28 = The Academic Motivation Scale

- SDT = Self-determination theory

- CET = Cognitive evaluation theory

- UiA = University of Agder

- N = Sample size

- SD = Standard Deviation

Chapter 1

Introduction

For an intrinsically motivated student, learning is "its own reward"; because learning is interesting and enjoyable. Such students tend to achieve deeper learning, and also remember what they learn for a longer time (Deci & Ryan, 2012). Our thesis is based on the following main assumption: Teachers would like their students to be intrinsically motivated, as defined by Deci and Ryan, because such students are likely to perform well, are more creative, and create a good learning environment (Reeve, 2002). Even the less motivated students can become more motivated if they can relate their interests and personal goals to their studies and let their curiosity help fill the gap of information they lack (Deci & Ryan, 2012; Pluck & Johnson, 2011). We also assume that students have a different basis when it comes to engagement and motivation before starting a new course. Some students may have their goals set and are prepared to make an effort, while other students may fail to see the purpose of their attendance.

To test our assumptions, we wanted to create an asset that can affect the students to maintain intrinsic motivation or become intrinsically motivated. The asset we made was a course movie trailer. It was created for a specific target group: students attending the E-learning and Games (MM-501) course[1] at the University of Agder (UiA). The course movie trailer was made to imitate or resemble contemporary, assumingly highbudget, movie trailers (see Appendix C). We use the term contemporary as a collective term for modern, no more than 15 years old movie trailers, mainly American or British. We choose to focus on contemporary movie trailers because the concept, usage and purpose of movie trailers is changing in pace with the development of ubiquitous devices, internet access, peoples' habits, trends, and movie business strategies (Lubbers & Adams, 2001; Kernan, 2004; Johnston, 2008; Dixon, 2011; Marich, 2013; Lepore, 2014; Collins, 2019).

We discuss the results of our experiment and connect the findings with theories regarding motivation and movie trailers. In general, the students' expectations prior to the course were high. They were motivated to start and interested in the course's topics. Based on the results of the experiment we present how the students' curiosity and motivation changed during these three months and aim to investigate course movie trailers' ability

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[1]E-learning and Games MM-501: "This course introduces students to the theory concerning E-learning and gamification as well as the fundamentals of designing games with an emphasis on E-learning" (UiA, 2019).

to trigger positive emotions, such as excitement, inspiration, curiosity, and interest to affect the intrinsic motivation of students.

By creating an introduction to a course that triggers curiosity and is emotionally connected to the student's interests, the students may want to adopt the course's topics to their personal interests. Movie trailers have qualities which are commonly used to affect people to watch the movie that's being presented; such as the ability to trigger emotions. (Kernan, 2004; Marich, 2013). Intrinsic motivation and interest are closely related to the same positive emotions we find in movie trailers. We aim to examine the connection between a course movie trailer's emotional qualities and possible ways of affecting intrinsic motivation.

1.1   Literature Review

There is a substantial amount of prior research in the fields of motivation (Lepper & Green, 1978; Dörnyei & Ushioda, 2013; Ryan, 2012) and films (Kernan, 2004), but there is less research on the joined topic of motivation and movie trailers. This study can be related to prior studies that investigate factors that can affect positive emotions and motivation. We present some noteworthy experiments and studies that are related to this thesis. Theory concerning aspects of motivation, movie trailers, and music independently is covered in the theory chapter. The following research is essential because of the examination of external means to affect students' intrinsic motivation. Though some of the research discusses gamification, we will not discuss gamification in this thesis, though there may be a similarity between gamification and the use of movie trailers, which could be investigated independently, because we can argue that both are external means of affecting motivation.

According to Lara K. Goudsouzian (2018), the use of movie trailers in education may increase students' motivation. The article "Hollywood-Style Movie Trailers [2] Increase Student Interest" investigates how movie trailer introductions can increase students engagement and interest for a course. She argues that the common or traditional way of introducing a new topic is associated with boredom. To avoid that the students feel bored, she developed what she calls Hollywood-style topic introductions (movie trailers) for her course topics. The Hollywood-style movie trailers are made with a combination of images, text, and music. In her empirical study, the movie trailers indicated an increase in the students' interest and enthusiasm for learning. This study did not assess the students motivation over time, but collected data that indicated that course movie trailers can affect students positive emotions (Goudsouzian, 2018).

A study on the use of context-based video instructions by Choi and Johnson (2005) concludes that video content have the ability to motivate students better than text-based

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[2]This thesis will use the term course movie trailer instead of Hollywood-style movie trailer because we wanted be more general when creating our movie trailer rather than aim to create a specific trailer-style.

content; however, there were no difference in the learners' ability to understand. Video-based instructions can be effectively used to increase motivation by attracting the learners' attention (Choi & Johnson, 2005).

Research by E. Chan, F. F. Nah, Q. Liu, and Z. Lu (2018) hypothesize that the use of gamification in form of a point system, will increase the learners' intrinsic motivation, and that a leaderboard will decrease the learners' intrinsic motivation based on self-determination theory and cognitive evaluation theory. Their study assessed students' intrinsic motivation after a period of one month of participating in the experiment. Findings indicated that highly motivated students had no need for gamification assets, and that visible leaderboards did diminish the students' intrinsic motivation. However, when points and leaderboards were hidden, and no feedback was given, the students' intrinsic motivation increased (Chan et al., 2018).

1.2   Hypothesis and Research Questions

Based on literature and previous studies, we have found indications that make us assume that positive emotions triggered by video content may trigger students' motivation to learn. Because of movie trailers' ability to trigger emotions, we assume that these emotions may be able to trigger emotions that are connected to intrinsic motivation; thus we came up with the following hypothesis:

Students who watch a course movie trailer[3] [4] as a course introduction [5], will maintain their intrinsic motivation better over time, compared to students who attend a traditional [6] course introduction.

To find indications of support for our hypothesis, we decided to look at its different aspects separately. We needed to support the idea that watching a course movie trailer could trigger emotions, and we also fund it necessary to dive deeper into the different aspects of being intrinsically motivated in order to find indications of affectance and a connection between movie trailer emotions and intrinsic emotions. Theories support the idea that positive emotions can affect intrinsic motivation (Deci & Ryan, 1985; Vandercammen, Hofmans & Theuns, 2014). If a course movie trailer is able to trigger such emotions, we can assume a positive relation between a movie trailer and intrinsic motivation. We suggest which properties movie trailers have that are able to affect or influence students' motivation, and how this is feasible based on existing theories.

Research Question 1: Can the course movie trailer used in the experiment trigger positive emotions such as excitement, curiosity, inspiration and interest?

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[3]We choose to use the term course movie trailer to emphasize the similarities to contemporary movie trailers used in movie marketing campaigns.

[4]By course movie trailer we mean a multimedia presentation (using images, video, sound effects, music, and text) of the course created to resemble contemporary movie trailers.

[5]By course introduction we mean a short presentation/blurb (2-3 minutes) and initiation of a course where the students get a brief overview of the main content of the course.

[6]By traditional we mean a classroom situation where the teacher briefly introduces the course in front of the students without the use of any pre-generated audio-visual assets.

Research Question 2: Is there a change in the students' curiosity, goals and interest in the course-related topics after three months?

Research Question 3: Is there a difference in motivation between the test group and the control group [7] three months after presenting the course movie trailer?

The research questions will provide the necessary information to evaluate if we can find support for our hypothesis. The first research question will provide data to needed to evaluate if the course movie trailer we created can be used to test the hypothesis. The second research question will provide data regarding positive emotions that may have been affected by the course movie trailer, which are closely related to the emotions found in intrinsic motivated people. Finally, in the third research question we investigate if there is an indication of differences in motivation and relative autonomy between the tested groups after three months by gathering data about the students' motivation according to the self-determination theory.

1.3   Resource

To create a course movie trailer for the experiment, we determined six requirements:

- Focus on enjoyable aspects of the course, such as games and play.

- Use mobile phones for filming and the classroom as the scene.

- Sparely informative, make room for curiosity.

- Use the teacher as the main character.

- Add engaging music that draws attention.

- Fast cutting to resemble contemporary trailers.

One of the main purposes of a movie trailer is the entertainment value (Marich, 2013), which suggests that the course movie trailer needs to be enjoyable and interesting for the target group. It is a challenge to anticipate what the target group feel is enjoyable in a movie trailer that has a connection to the course. For this trailer, we assumed that different aspects of gaming would be the correct approach based on the topics of the course. We made the course movie trailer based on assumptions of the participants' interests and not based on surveys or polls that could help describe the target group, which may have influenced the results. To find material that could be used to create a game-related course movie trailer, we used both video recorded by us and video published on YouTube under a creative commons license. Some clips are used in accordance with the guidelines of fair use for educational purposes. See Appendix D for a full list of used clips. We wanted to facilitate the process for others to perform this experiment in the future, therefore, it should not require advanced or expensive equipment. Also, for the same reasons, we

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[7] For the sake of simplicity, we have referred to the group that watched the course movie trailer as the *test group* and the other group as the *control group* for our quasi-experiment.

decided that the location should be the classroom. The drawback of using mobile phones was audio recording. The dialogue audio quality was poor and distorted by noise from ventilation, equipment and traffic.

A common trait of movie trailers is that they do not reveal the whole story, or reveals the main plot; they are sparsely informative (Garrett, 2012). A course is not like a movie, but they are both information-rich. We wanted to provide some hints to what the course was about without going in detail with the assumption that this would trigger curiosity. Movie trailers are often centered around the dialogue of the main character, and other characters (see Appendix C). To imitate or resemble modern movie trailers, we needed a main character; a hero that presented the course. Rune Andersen was the course teacher and was the natural main character for the trailer (fig. 1.1).

FIGURE 1.1: Screenshots of the course movie trailer

Trailer music is a genre of its own (Yajima, 2017) and is usually created or selected from a library for the movie trailer, independent of the film's soundtrack (Marich, 2013). We used trailer music from a music library (Sky-productions, 2019) for the course movie trailer. The course movie trailer creators subjectively chose music with mood, tempo and attention in mind. The selected music has a resemblance to movie trailer music in several genres, such as action, drama and sci-fi (see Appendix C).

Fast cutting is a cutting technique we have observed as a common feature of most movie trailers (see Appendix C). In our opinion, fast cutting gives the trailer an impression of speed and action and makes it look and feel like contemporary movie trailers. Also, the use of dialogue before showing the character is frequently used to make smooth transitions between scenes. The template we used for the movie trailer was downloaded from Videohive, and served as a foundation for our trailer (FishMotion, 2019).

The course movie trailer: `https://youtu.be/6bWwqzeDLNU`

1.4   Participants

All participants that partook in our experiment were enrolled students at the University of Agder. The central part of the experiment would investigate the link between a course movie trailer and master students' motivation; thus the group of participants for this part was determined in advance and consisted of first-year master students attending the course, MM-501-G 19V E-learning and Games. In order to gather information about the trailer's qualities and properties, we chose a group of 19 third-year bachelor students attending an information session about the master's degree. All participants joined voluntarily, free of charge, and no identifiable personal information was gathered during the experiment. The participants were not informed about the purpose of the experiment, as this could influence their responses. There was a total number of 16 participants in Survey 1 and 13 participants in Survey 2 because some of the students that participated in Survey 1 did not show up. The interviewees in the second phase were the same as in the first phase. Details of the groups and interviewees are shown in the appendix F.

1.5   Outline of the thesis

This paper is divided into six chapters in addition to six Appendixes. In Chapter 1 we introduce the thesis background. We cover research related to the field, present the hypothesis, research questions, and describe the course movie trailer used in our experiment and its participants.

Chapter 2 displays research, theories and studies concerning the main subject areas of this thesis: motivation theory, movie trailers, film and music. The main focus is on the connection between these subject areas and their relationship to human emotions. The most extensive section of chapter 2 covers different aspects of motivation theory, such as intrinsic motivation, extrinsic motivation, and Deci and Ryan's self-determination theory. Theory about goals is covered as a transition to theories regarding positive emotions such as interest, curiosity, excitement, and inspiration. The chapter also covers theory and statements from professionals in the subject area of movie trailers, movie marketing, and music.

Chapter 3 displays the methods used to gather data for our quasi-experiment.

Chapter 4 shows the gathered results with the related questions.

In Chapter 5, we discuss the results as they relate to the theory in chapter 2. We introduce the discussion chapter by explaining the focus on intrinsic motivation, and how motivation can be affected. We continue the chapter by discussing the research questions and present results and theory related to them.

Chapter 6 summarizes the research questions and the indications they provided to evaluate our hypothesis, followed by ideas for future research.

Chapter 2

Theory

The theory chapter gives an overview of theory and research which is related to motivation, with a special focus on intrinsic motivational behaviour as well as the triggers of such behaviour, and is divided into two sections: Motivation and Movie trailers, each containing related topics. The first section covers topics of motivation used to evaluate our hypothesis. Intrinsic motivation, curiosity, and interest are the most central subject areas. Topics such as extrinsic motivation, cognitive evaluation theory, and goals are presented to give an overall understanding of motivation and how interest and emotions can be affected. The second part covers theory and publications regarding movie trailers and music in the context of emotional affect.

The theory is presented to show a connection between intrinsic motivation, positive emotions, such as inspiration, curiosity, interest, and excitement, goals, and skills (fig. 2.1).
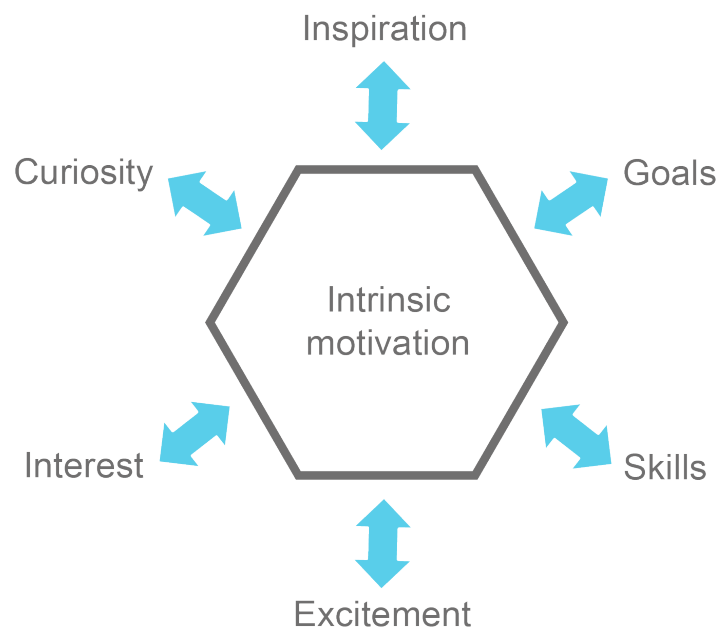
FIGURE 2.1: Connecting the topics of motivation (Deci & Ryan, 1985; Csikszentmihalyi & LeFevre, 1989; Thrash & Elliot, 2004)

2.1   Motivation

The word motivation originates from Latin where the word *movere* means *to move*, which leads us to the question of "What moves a person to make certain choices, to engage in action, to expand effort and persist in action?" (Dörnyei & Ushioda, 2013, p. 3). A general definition of motivation is hard to find. However, most scholars agree that motivation has an impact on "... direction and magnitude of human behaviour" (Dörnyei & Ushioda, 2013, p. 3) in the performance of an activity. In other words, there are three indicators that gives insights of one's motivation. The first one is self-determination which has been defined by Deci and Ryan as the human need of choice (Deci & Ryan, 1985). The second attribute is perseverance, which describes the required time that one's willing to put in (Dörnyei & Ushioda, 2013) The last indicator is the level of effort that one's willing to do (Sansone & Harackiewicz, 2000).

2.1.1   Intrinsic and Extrinsic Motivation

Intrinsic motivation is a part of a meta-theoretical assumption by Deci and Ryan, that people want to initiate engagement with their environments, and that is what drives people to this engagement (Dörnyei & Ushioda, 2013). "Intrinsic motivation involves doing an activity because it is interesting and enjoyable" (Deci & Ryan, 2012, p. 8). When people do activities for its own reward, they are intrinsically motivated. When people do activities because of the pleasure of it, they are intrinsically motivated (Deci & Ryan, 1985).

There are strong indications that intrinsic motivation is significantly associated with positive emotions, and the result of performing intrinsic motivating tasks is positive emotions. "Emotions are integrally related to Intrinsic motivation" (Deci & Ryan, 1985, p. 34). These emotions serve to sustain continued involvement (Koestner & Losier, 2002). A research by Vandercammen, Hofmans and Theuns (2014) indicated support to the claim that individual experience of emotions can affect intrinsic motivation. People who experience positive emotions are more motivated, more interested, and endure for a longer period of time, even when performing uninteresting tasks. "The effect of emotions on motivation takes place at the within-person level" (Vandercammen, Hofmans & Theuns, 2014, p. 6). Emotions such as enthusiasm, optimism and cheerfulness have a positive relation to intrinsic motivation (Vandercammen, Hofmans & Theuns, 2014). Intrinsic motivation often occurs when people's basic psychological needs for autonomy and competence are met. At school, students who are intrinsically motivated, tend to achieve deeper learning. They also remember what they learn for a longer time (Deci & Ryan, 2012). Intrinsically motivated students perform better at heuristic tasks and tasks that require conceptual development and understanding (Ryan & Deci, 2009).

Extrinsic motivation is described as a change in behavior due to rewards, punishment or other external means to act or perform without doing it for its own sake; a consequence that is separate from the action performed (Deci & Ryan, 2012). For example, an

extrinsically motivated student will do his/hers homework because of the fear of getting punished by his/hers teachers or parents, or a student does the homework because he/she thinks that this might be important for a later job. In both cases the student does the homework out of external motivation and not out of interest or enjoyment (Ryan & Deci, 2000a).

Extrinsic rewards are incentives used to affect people's motivation, but will mainly diminish their intrinsic motivation (Deci & Ryan, 2012). Examinations of extrinsic rewards indicated that under varying conditions, extrinsic rewards could, enhance, diminish or maintain intrinsic motivation (Deci & Porac, 1978). More recent examinations indicate that tangible extrinsic incentives do not enhance intrinsic motivation. Positive feedback may in some cases maintain or enhance intrinsic motivation (Deci, Koestner & Ryan, 2001). Experiments by Sansone and Harackiewicz (2000) show that positive feedback, as a reward, may increase intrinsic motivation, while tangible rewards may have a negative impact. Unexpected tangible rewards do not affect intrinsic motivation (Sansone & Harackiewicz, 2000).

2.1.2 Motivation, Learning, and the Self-Determination Theory

The teacher plays an important role in supporting students' intrinsic motivation and self-esteem in education. Teachers that are trusting and empathic are more successful in promoting activities for their students (Deci & Ryan, 1985). Intrinsically motivated students are more creative and tend to learn better, especially on heuristic tasks or tasks that require conceptual development and understanding (Ryan & Deci, 2000b; Ryan & Deci, 2009). Autonomy-supportive teachers regarding to students individual interests are less controlling, and will create an environment for enhancing intrinsic motivation (Deci & Ryan, 1985).

John Condry (1978) describes an intrinsic atmosphere where people learn for the sake of adapting to the context. The school is a place where knowledge is decontextualized. The students do not see the relevance of the knowledge they shall learn, because the context is not present. People will be intrinsically motivated to learn if they are within an environment where they are able to understand why they should learn. There is a negative impact of extrinsic motivation in schools, such as punishment and rewards. The freedom to explore is important to maintain intrinsic motivation, and the school needs to create an environment to explore (see also Curiosity in section 2.1.7). With an environment and a context, there is an intrinsic atmosphere for learning (Condry, 1978). Ryan and Deci (2009) argue that interesting, enjoyable learning activities, and play are intrinsically motivating. Such activities satisfy the need for competency and autonomy, causing the students to learn and create. The contradiction is that students are seemingly motivated when performing activities that they do not find pleasurable (Ryan & Deci, 2009). People have a strong desire to take in or internalize information from the external world, such as values, attitudes, and knowledge, as well as integrating drives and emotions (Deci &

Ryan, 2012). Humans may perform activities that, in themselves, are not interesting, but they are nonetheless motivated (Ryan & Deci, 2009).

> Given that many of the educational activities prescribed in schools are not designed to be intrinsically interesting, a central question concerns how to motivate students to value and self-regulate such activities, and without external pressure, to carry them out on their own (Ryan & Deci, 2000a, p. 60).

This motivation to do non-interesting activities is explained in the self-determination theory as the process of *internalization* and integration of values (Deci & Ryan, 1985). Wanting to internalize facilitates intrinsic motivation because it will satisfy the need of feeling competent and being autonomous in a given social context (Ryan & Deci, 2009). Internalization will increase the relative autonomy (see fig. 2.2) by integrated or identified regulation (Deci & Ryan, 1985; Ryan & Deci, 2009).

The initial theory presented by Deci and Ryan implied that extrinsic motivation would undermine intrinsic motivation, but their studies could not determine a clear negative relationship between intrinsic and extrinsic motivation (Dörnyei & Ushioda, 2013). Deci and Ryan replaced the intrinsic/extrinsic dichotomy with a theory they named the Self-determination theory (SDT) (Dörnyei & Ushioda, 2013). The SDT is a theory of motivation based on people's behaviour in relation to their experiences in life and their rate of internalization, or self-determination (Deci & Ryan, 2000; Ryan & Deci, 2009). The SDT explains how the three fundamental human needs: autonomy [1], competence [2], and relatedness [3] are important for being self-determined (Ryan & Deci, 2000b). The SDT "posits that intrinsic motivation is sustained by satisfaction of the basic psychological needs for autonomy and competence" (Niemiec & Ryan, 2009, p. 135). An autonomous behavior in education, for example, would occur if a student volitionally spends extra time on studying. A competent student will be able to face challenges in school.

People have a mix of motives for their behaviour, which is, in the SDT, called relative autonomy. In figure 2.2, relative autonomy is visualized as "high" at the right side, and "low" at the left side. Having a high relative autonomy means that one's motivation is a mix of autonomous motivation, regulated by identification, integration, and intrinsic motivation, while a low relative autonomy is a mix of external and introjected controlled motivation (Deci & Ryan, 1985; Ryan & Deci, 2009).

The lowest degree of self-determination is the lowest quality of motivation, termed amotivation. The highest quality of motivation is intrinsic motivation (IM), which can be divided into three subtypes: "IM - to know", "IM - to accomplish", and "IM - to experience stimulation" (Vallerand, R. J., Pelletier, L. G., Blais, M. R., Brière, N. M., Senécal, C. & Vallières, E. F, 1992). "IM - to know" is to be engaged in an activity for the pleasure of it, be satisfied by learning something new, and being curious and explorative

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[1]Autonomy: The feeling of being in control of one's own behaviour (Dörnyei & Ushioda, 2013).

[2]Competence: The feeling of being effective, productive and having the right skills (Dörnyei & Ushioda, 2013).

[3]Relatedness: Feeling close to and connected to other individuals (Dörnyei & Ushioda, 2013).

while learning. "IM - to accomplish" is the pleasure of completing tasks and assignments. "IM - to experience stimulation" is the pleasure of reading and experience other forms of task related stimulations (Vallerand et al., 1992; Deci & Ryan, 1985; Dörnyei & Ushioda, 2013). In between amotivation and intrinsic motivation (see Fig. 2.2) are four degrees of extrinsic regulated types of motivation: external, introjected, identified and integrated. External regulation is behaviour due to rewards and punishment. Introjected regulation is the behaviour to adopt behaviour because of norms and criteria. Both external and introjected regulations are controlled motivation, which is a low-quality motivation. The less controlled motivation, the higher relative autonomy. Autonomous motivation is regarded as a high-quality motivation. Identified regulation and integrated regulation are more autonomous than controlled, but defined as extrinsic motivation by SDT. Intrinsic motivation has the highest grade of autonomy and autonomous motivation and is intrinsically regulated only (Deci & Ryan, 1985; Ryan & Deci, 2009). Identified regulation is to adopt behaviour according to personal values, to be engaged in an activity because of identification with the behavior, and to see the usefulness compared to own interests and the pursuit of personal goals (Deci & Ryan, 1985; Reeve, 2002; Dörnyei & Ushioda, 2013). Extrinsic motivation, in general, is not driven by satisfaction or joy, but necessities, anticipations, rewards, and punishment (Deci & Ryan, 1985; Deci & Ryan, 2012); however, identified regulation is autonomous motivation. Integrated regulation is when one has fully integrated a motivation as one's own beliefs and needs, and is the highest autonomous form of extrinsic motivation (Ryan & Deci, 2000b; Ryan & Deci, 2009; Deci & Ryan, 2000).

Amotivation	Extrinsic motivation				Intrinsic Motivation
Nonregulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic Regulation
Lack of Motivation	Controlled Motivation		Autonomous Motivation		
Lowest Relative Autonomy					Highest Relative Autonomy

FIGURE 2.2: The self determination theory (Deci & Ryan, 1985; Ryan & Deci, 2009; Deci & Ryan, 2000)

2.1.3 Cognitive Evaluation Theory (CET)

While SDT focus on how the fundamental human needs affect and control one's behaviour and intrinsic motivation, cognitive evaluation theory (CET) focus on how external factors can affect intrinsic motivation. According to SDT, a person's intrinsic motivation will increase if his/her feeling of competence increases. CET indicates that external forces that promote a greater felt competence will increase intrinsic motivation. External forces that diminishes felt competence will decrease intrinsic motivation (Deci & Ryan,

1985). Positive and negative feedback are typical examples of external rewards that may affect one's felt competence. CET predicts that an expected reward will decrease intrinsic motivation more than an unexpected reward (Deci & Porac, 1978).

2.1.4   Skills, Challenges and Goals

"Intrinsic rewards work because a person decides, more or less autonomously, that a certain goal is rewarding" (Csikszentmihalyi, 1978). Csikszentmihalyi (1978) argues that people who exclusively responds to extrinsic rewards use their energy on getting things they did not decide that they wanted. Those who decide to accomplish a goal, because they want to, are more creative. In this way, people who are intrinsically motivated do not always see the goal before they are almost done. The intrinsic reward is discovered during the activity, and it is not easy knowing when the goal has been achieved. In contrast, extrinsic rewarded goals are well defined before starting the activity. Csikszentmihalyi (1978) explains that "(...) one can indeed find rewards in almost any situation" and for this to happen, "(...) the situation should provide information to the person that his or her actions are meeting a set of challenges in the environment" (Csikszentmihalyi, 1978, p. 209). If they are provided with this information, anything can be enjoyable and rewarding. Further, he explains that the only way to understand if one has met such challenges, is by acquiring necessary skills. In order to be intrinsically motivated, the skills must be appropriate to meet several challenges, and there must be at least some people who cares about the activities (Csikszentmihalyi, 1978). As the process in figure 2.3 illustrates; one acquires skills, meets challenges, gets feedback and compares skills to the challenges met. The skills are adjusted according to the challenges, and one can meet new challenges. The cyclic process after acquiring a new skill shows how the skill is continuously tested according to feedback and new challenges.
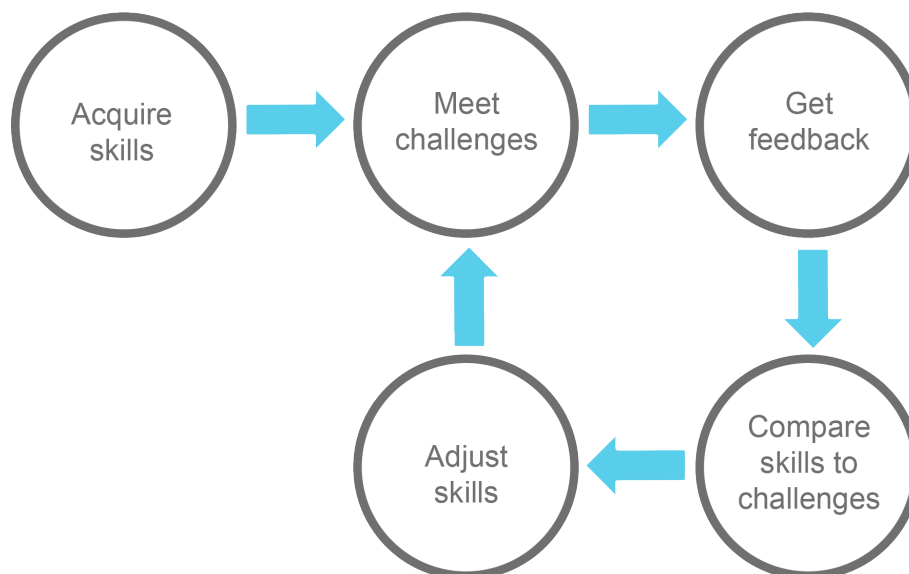
FIGURE 2.3: The cycle of adjusting skills because of challenges and feedback (Csikszentmihalyi, 1978)

According to Csikszentmihalyi (1978), an activity is likely intrinsic motivating if:

- The activity can match the person's skills by adjusting the activity's challenge level.

- The activity can easily be isolated from other stimuli that may interfere with it.

- The activity have clear criterias and it is possible to evaluate own performance.

- The activity provides feedback about how well the criterias are met.

- The activity have a broad range of challenges.

H. A. Simon posits that there is a strong relationship between the process of pursuing goals and a person's emotions. Emotions can interrupt and terminate or rearrange goals before they are completed (Simon, 1967). Boekaerts (2009) describe personal goals as a drive that moves people forward. A person has several goals, and most goals are personal. To reach personal goals, one has to pursuit subgoals that may be less motivating. Personal goals are what drives students to pursue subgoals, such as exams, assessments and classroom education. The personal goals are enhancing the students' intrinsic motivation when encountering activities that may seem uninteresting; further, succeeding in the pursuit of goals are related to positive emotions. People want to attain specific outcomes when performing activities. These outcomes are called content goals and involve what people want to achieve. It is not evident to the teacher what the content goals are for the different students. The students may not know the content goals they need to reach to reach their personal goals. In a school situation, students need to balance multiple goals simultaneously, and they need guidance on pursuing the right goals at the right time (Boekaerts, 2009).

The process of pursuing personal goals is, according to Reeve (2002) a form of identified regulation, as described in the SDT. The student accepts the merits of behaviour because it is of personal importance or utility. Students want to study because it will bring them one step closer to an important personal goal (Reeve, 2002). As described by Boekaerts (2009), personal goals are what drives students to pursue subgoals, such as exams, assessments and classroom education (Boekaerts, 2009). The personal goals are enhancing the students' intrinsic motivation when encountering activities that may seem uninteresting. Intrinsic motivation is described as autonomous and enjoying doing activities because it is rewarding in itself; however, autonomous motivation can also be a result of internalization (Deci & Ryan, 1985). Wanting to reach subgoals in order to pursue personal goals can be both introjected and identified regulation, both autonomous and controlled motivation, depending on what the student believes in (Reeve, 2002).

Students need to adjust their skills to meet the challenges needed to pursue their goals. Intrinsically motivated students are good at acquiring skills, and more creative when adjusting the skills needed to accomplish their sub-goals (Csikszentmihalyi, 1978). A student may feel frustrated when encountering the next sub-goal because the level of challenge exceeds his/her skills, or the students have sufficient skills and wants to increase the challenge level (Deci & Ryan, 1985; Csikszentmihalyi & LeFevre, 1989). As

seen in figure 2.4, a student needs to accomplish sub-goals to pursuit a main goal. The accomplishment of sub-goals does provide positive emotions used to enhance intrinsic motivation (Vandercammen, Hofmans & Theuns, 2014). Positive emotions may also enhance the students' intrinsic motivation and increase their drive to accomplish new sub-goals and adjust the skills needed (Boekaerts, 2009).
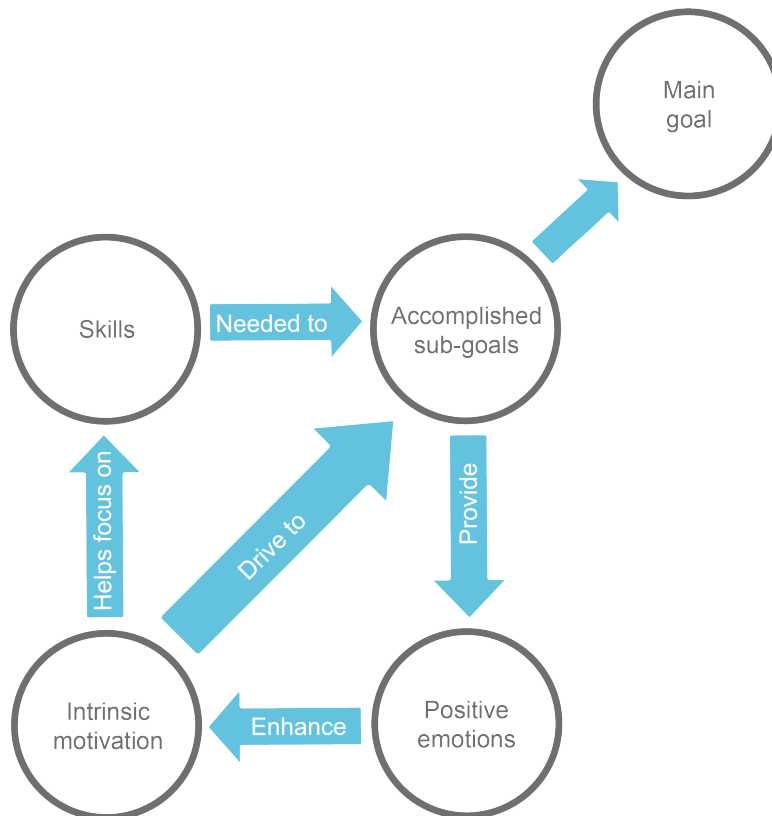
FIGURE 2.4: Reaching a main goal by accomplishing sub-goals, which requires skills and motivation. Positive emotions enhance intrinsic motivation, which helps focus on skills and the accomplishment of sub-goals (Vandercammen, Hofmans & Theuns, 2014; Boekaerts, 2009; Deci & Ryan, 1985; Csikszentmihalyi & LeFevre, 1989)

2.1.5 Interest

"... interest is a basic emotion with significant long-term adaptational functions; it cultivates knowledge and diversifies experience at all stages of life" (Silvia, 2001, p. 285). Interest is important for autonomous learning [4] Students who find the material more interesting and enjoyable score better on tests about the material than those who find the material less interesting (Ryan & Deci, 2009). To maintain intrinsic motivation over time, it is important that the students are interested in the subject they are studying (Ryan & Deci, 2000a; Ryan & Deci, 2009) and that they feel that studying is enjoyable and rewarding in itself (Ryan & Deci, 2000a; Ryan & Deci, 2009; Deci & Ryan, 2012).

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[4]An autonomous learner is a student that is in charge of his/her own goals and takes responsibility of learning activities (Yan, 2012).

Deci ([1992](#)) posits that interest is closely connected to intrinsic motivation in the self-determination theory, but also to all self-determined actions. Interest is in the relation between a person and an activity; if the needs and desires of a person mesh with the activity, the person will experience interest. For example, a person experience interest when he/she encounters pleasing activities, or activities that allows satisfaction of basic psychological needs. Interest is not needed to be intrinsically motivated to do an action, but being interested is a clear indication of being intrinsically motivated to do the action (Deci, [1992](#)). However, interest may also come as a result of internalization (Deci & Ryan, [1985](#); Ryan & Deci, [2000a](#)). Interest is a cognitive and affective motivational variable; it both develops and can be supported to develop (Renninger & Su, [2012](#)). "Interest is identified based on learner's feelings, principled knowledge, and value for particular domain content, and evolves over time through interactions with the others and objects/activities in the environment" (Renninger, Bachrach & Posey, [2008](#), p. 463).

The Four-Phase Model of interest (Fig. [2.5](#)) was designed by Hidi and Renninger to explain how interests can develop (Renninger & Su, [2012](#)). The model's Phase one is situational triggered; a short-term change in cognitive and affective processing. A person can have an experience which will trigger an interest. He/she may not be reflectively aware of the experience, and the experience may feel either positive or negative. The interest may come at a later time. Phase two is described as the moment where the person reengages the content that caused the experience in Phase one. In Phase two, more knowledge about the content is developed, there is a sense of the content's value, and the content is connected to a positive feeling. Phase three and four describes that the person voluntarily reengages the content with more and more curiosity, trying to seek answers (Renninger & Su, [2012](#)). On the other hand, the amount of knowledge is not necessarily linked to the interest. A person can have knowledge about topics he/she is not interested in (Hidi & Renninger, [2006](#)).
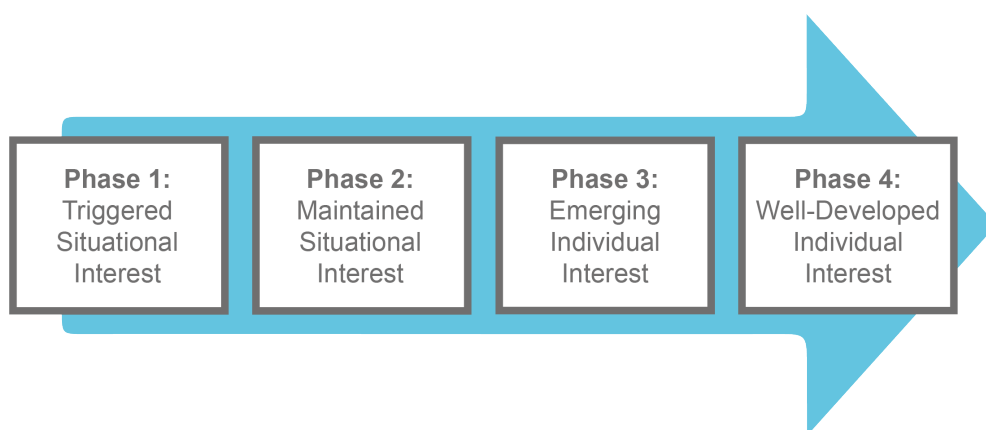
FIGURE 2.5: The Four-Phase Model (Renninger & Su, [2012](#))

Interest can be affected by external influence without being aware of it. Interests can develop at a later time when the experience is re-engaged; hence intrinsic motivation can be affected by a previous experience (Renninger & Su, [2012](#)). Interest does not require much knowledge, though more knowledge facilitates more interest (Hidi & Renninger,

2006). Interest and motivation are often used synonymously, but should be regarded as two separate terms. Motivation is the state of wanting to perform an activity in a given situation. Interest is always related to a specific object, activity or subject area. Two types of interest have been suggested: situational interest and individual interest. The situational interest is triggered by situations or objects accompanied by positive emotions, for example, lively and expressive introductions of topics by teachers. Individual interests are relatively stable and are related to excitement associated to certain objects or topics. Situational interest can be triggered by various forms of attention and arousal, called "catch facets" and "hold facets". Catch facets (motiveless), such as puzzles, group work, and the use of computers, have not been proven to maintain situational interest. Hold facets emphasizes the relevance of a topic and enhances the meaningfulness of the subject's content. The hold facets are directly related to a potential object of interest and may turn into more stable individual interests (Schiefele, 2009).

2.1.6 Excitement

Excitement is a feeling of great enthusiasm and eagerness ("Excitement", 2019), and is a positive emotion with semantic similarities to terms such as joy, elation, love, and awe (Cowen & Keltner, 2017), and is related to other positive emotions such as eagerness, happiness and interest (Tugade & Fredrickson, 2004). Excitement is an emotion that can be activated by the anticipation of sudden joy or enjoyment, but what makes different people excited depends on their personality, interests, and current situation (Tomkins, 1962).

2.1.7 Curiosity

Curiosity is "... motivation, as a source of inquiring, learning and exploring in the absence of external sources of reward and punishment" (Silvia, 2012, p. 159). "What object induces curiosity is largely based on individual differences in interests, expectations, and prior knowledge" (Kashdan, Rose & Fincham, 2004, p. 292). Kashdan, Rose, and Fincham (2004) posit that a highly curious person is able to recognize, pursue and become absorbed in novel and challenging experiences, which may help the development of interests. Being engaged in a well-defined activity, such as studying, may lead to an investigating behaviour, which is entailed by curiosity and the desire to explore. The investigation behaviour is an intrinsically rewarding activity that can satisfy one's curiosity, which again provide immediate rewards that can help discover long-term interests which are essential to be intrinsically motivated. (Kashdan, Rose & Fincham, 2004).

In education, curiosity is a significant motivator and a clear indication of behaviour that is intrinsically motivated. Teachers can support students' intrinsic motivation by involve them in interesting parts of an activity and stimulate their curiosity and fantasy (Deci & Ryan, 1985). It has been proposed that the learning process has an affect on curiosity and intrinsic motivation because "a given activity ... triggers an intrinsic reward" (Oudeyer, Gottlieb & Lopes, 2016, p. 266). Attributes like exploring, observing, and to perceiving

knowledge are inherent and enable the learning process. Loewenstein (1994) suggested that students' curiosity can be triggered by a lack of information; a gap that they want to fill (Loewenstein, 1994). This theory can be attributed to the "principle from Gestalt psychology" (Pluck & Johnson, 2011, p. 26) where a "principle of closure" (Pluck & Johnson, 2011, p. 26) drives human motivation to fill the missing part. The closer people are to the knowledge that will fill the gap, the more curious they become. People who almost know the answer, have a feeling of knowing, which makes them significantly more curious than people who know the answer (Loewenstein, 1994). When a gap of information is resolved, there may be a strong feeling of satisfaction (Pluck & Johnson, 2011). Deprivation is a drive for curiosity. It is argued that motivated students have to have a deprivation. This fact can explain the state of disappointment of students that takes place when curiosity is fulfilled (Loewenstein, 1994).

2.1.8 Inspiration

"Inspiration is conceptualized herein as a general construct characterized by evocation, motivation, and transcendence" (Thrash & Elliot, 2003, p. 871). Thrash and Elliot (2003) explains that inspiration is a common experience that occur more or less frequent. We are inspired, or evoked by inspiration, by a triggered stimulus, such as other people, perceived objects, religion, creativity and goodness, to mention some. In their experiments and research, they find a positive correlation between inspiration and intrinsic motivation, and a negative correlation between inspiration and extrinsic motivation. In addition, there was a positive correlation between inspiration and perceived competence, self-esteem and optimism (Thrash & Elliot, 2003). Ryan and Deci (2000) integrate inspiration as an essential property of motivation, by arguing that people without inspiration cannot have motivation. "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated" (Ryan & Deci, 2000a, p. 54).

Thrash and Elliot (2004) discussed the difference between the two processes: being "inspired by" and being "inspired to". It is possible to be inspired by something or someone without being inspired to do anything (or be motivated to do something). Thrash and Elliot (2004) refer to *evocative objects* as something or someone that triggers inspiration (Thrash & Elliot, 2004). The "inspired by"-process occurs when appreciating an evocative object, while the "inspired to"-process involves motivation to acquire the qualities of the evocative object.

2.2 Movie trailers

A movie trailer is a marketing tool for advertisement and promotion (Kernan, 2004), and their main purpose is to communicate a sense of story and create expectations with the goal of convincing the viewer to watch the full movie (Marich, 2013). Movie trailers show a clear pattern and are divided into sections, using mainly footage from the actual

movie. The first section introduces the actors, mood, genre, and context. The second section indicates the story and how it will change or evolve. Finally, the trailer increases the speed or rhythm to a climax before ending with some details and release date (Marich, 2013). Film producer Stephen Garrett emphasizes the importance of rhythm in movie trailer, both for music and film cut: "Above all, and without exception, trailer editing is about rhythm. If you don't have an innate sense of it, then your trailer will not sing" (Garrett, 2012). The use of rhythm will heighten the sensations of excitement and anticipation (Garrett, 2012). He also stresses that a movie trailer should never tell the whole story. The viewer should be left curious: "never resolve anything! Whenever possible, leave questions unanswered. Don't tie up loose ends. Keep the audience wanting more" (Garrett, 2012). Movie trailers can "hit an emotional chord" and make people feel a connection to the story. An important part of movie advertising is to connect the feelings from the movie trailer with the audience's feelings. If the audience is disconnected, it is not enough for the trailer to be exciting and interesting (Marich, 2013). However, the emotions triggered by movies are, according to Norbert Wiley (2003), not "real" enough to make an impact for a longer period than its duration. He argues that movie emotions and real emotions are fundamentally different, and that movie emotions disappear when the movie ends. The context of movie emotions are usually limited to the current experience of the movie. Wiley (2003) compares several movie emotions with real life emotions and concludes that the emotions we get from movies are the opposite of the emotions we get in real life; because the viewer know it is not real (Wiley, 2003). The customer gets a free sample and can decide if the product is worth it (Kernan, 2004).

The use of sound effects, visual effects, fast-paced messages, and a large number of scenes in movie trailers increase the viewers' arousal level and increase cinema visits (Karray & Debernitz, 2015). Music is one of the main properties of a movie trailer; it supports and sustains the energy of the visual presentation. "The pacing and conveyed emotions are often dictated by the music" (Archimediastudios, 2010).

2.2.1 Music

Sound and music seems to be a subconscious factor because of its ability to add emotions to the visuals. In strategic choices for marketing purposes, music is used to define the mood and genre of the trailer. "Emotions ... can be conveyed through the use of music, and as such, music is ultimately the driving force of a trailer" (Strobin et al., 2005, p. 250). Music adds excitement to what the pictures are striving to create (Johnston, 2008). Depending on the budget, music is either custom made for the trailer, licenced from recording artists, or licenced from music libraries (Marich, 2013).

Humans have several ways of listening to music depending on their knowledge and the music's context. Listening types involves emotions, such as focusing on the emotions in the music, or focusing on one's own emotion responses. The emotions in music are not necessarily the same emotions the listeners feel themselves. There is a relationship between perceived emotions and induced emotions. If the induced emotions are the same

as the perceived emotions, there is a positive relation between the emotions, if not there is a negative relation. People feel different emotions when listening to music. Some have positive relations, while some have negative relations, and some have no relations, which depends on the person's current situation and context (Gabrielsson, 2002). Evans and Schubert (2008) investigated the possible relationships between perceived and felt emotions. Positive relations are more frequent than negative relations, and positive and negative relations are dominant compared to the non-relationship variants (Evans & Schubert, 2008). Kawakami, Furukawa and Okanoya (2014) studied the difference between perceived, or evoked, emotions and real experienced emotions. Sad music evokes pleasant feelings; negative emotions in music does not trigger negative emotions because there are no real experienced emotions, no real threats [5], only perceived emotions (Kawakami, Furukawa & Okanoya, 2014).

2.3 Summary

One is intrinsically motivated when performing an activity because it is interesting and enjoyable (Deci & Ryan, 2012). An activity can be interesting because of individual interests (Schiefele, 2009), or personal goals (Boekaerts, 2009), or it has triggered one's curiosity (Deci & Ryan, 1985) or inspiration (Thrash & Elliot, 2004). An activity may be enjoyable when it is not too complicated, nor boring, and it provides feedback on one's progress (Csikszentmihalyi, 1978). Moreover, an activity is enjoyable when it triggers positive emotions (Koestner & Losier, 2002), such as excitement (Cowen & Keltner, 2017), and positive emotions may again enhance intrinsic motivation (Vandercammen, Hofmans & Theuns, 2014). An intrinsically motivated student is autonomous, has a feeling of being competent (Ryan & Deci, 2000b), and has a good relationship with the teacher and peers (Reeve, 2002). Lack of autonomy makes one more extrinsically motivated. Extrinsic motivation is less self-regulated and more externally regulated. The most autonomous kinds of extrinsic motivation are identified and integrated regulations and are often a result of internalization (Ryan & Deci, 2000b; Deci & Ryan, 2000; Ryan & Deci, 2009).

Movie trailers are short, usually very engaging, have a strong sense of rhythm and use sound and music to enhance the emotional aspects and to emphasize the visual impressions, and are usually targeted at certain target groups with certain interests and connects with them emotionally. One essential property of movie trailers is the lack of information, which triggers curiosity, and is what makes the viewers want to see the movie (Kernan, 2004; Garrett, 2012; Marich, 2013; Karray & Debernitz, 2015).

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[5]Emotion experienced in daily life is direct in nature because the stimuli that evoke the emotion could be threatening (Kawakami, Furukawa & Okanoya, 2014)

Chapter 3

Methods

"The key feature common to all experiments is still to deliberately vary something so as to discover what happens to something else later-to discover the effects of presumed cause" (Cook & Campbell, 1979, p. 3).

This chapter is organized into several sections describing the experimental design process and how the experiment was planned to be executed, followed by the creation, obtaining and modification of tools. Finally, the execution and analyzation of the experiment is described. The methods used to research motivation are based on recommendations from Teaching and Researching Motivation (Dörnyei & Ushioda, 2013). The experimental design is a quasi-experiment using mixed methods research.

3.1 Designing the Experiment

This experiment was designed to test the participants, as described in the introduction chapter, in the spring semester 2019. The purpose of the experiment was to collect data to provide answers to our research questions related to the field of motivation. Because motivation is abstract and not possible to observe (Dörnyei & Ushioda, 2013), the three research questions needed data that could be analyzed and discussed in relation to theory in order to be answered. The data needed to cover a wide range of topics related to motivation theory because motivation is a multidimensional construct where one specific segment may be a part of several psychological segments (2013). Because of the complexity of the segment we wanted to investigate, we decided to make a quasi-experiment that would collect data covering several selected fields of motivation theory. A quasi-experiment has a selected, non-random group of participants, usually divided into two groups, but no real control group, and has a lower validity than true experiments because of the lack of randomness (Cook & Campbell, 1979; Coryn & Hobson, 2011). Our quasi-experiment consisted of two test groups where one group would be presented with the movie trailer and the second group would get a traditional course introduction. Because motivation changes and is dynamic (Dörnyei & Ushioda, 2013), the quasi-experiment was decided to be executed in two phases; one phase at the course start and one phase three months later, a method similar to a simple quasi-experiment (Millsap & Maydeu-Olivares, 2009), but without a pretest/post-test. The first phase of the quasi-experiment should first gather data about the students' expectations, emotions, and goals before the

introduction, and second, their impression of the introduction. The second phase should gather data about the students' motivation, goals, positive emotions and impressions of the course in the middle of the semester. In addition to gathering data about students' motivation, we also needed to collect more data to provide answers to our first research question, which required a separate data collection with one additional group of students.

In the quasi-experiment performed for this study, the participating subjects, obtained with permission from our supervisors. The course movie trailer was created with the specific students as a target group. A different course would require a different course movie trailer because the content of the movie trailer should represent the specific course and cannot be generalized. The lack of possibilities to generalize the course movie trailer decreased the reliability of the experiment because it is not possible to recreate the experiment for other groups of participants (Heale & Twycross, 2015). However, the custom created course movie trailer increased the validity of the experiment because it was made with a specific target group in mind, and was created for the purpose of gather data related to the participants' motivation and emotions regarding the course. In order to increase the validity of the experiment we planned to execute an additional collection of data from a different group of participants (2015). The additional data was to be used to verify if the course movie trailer had the qualities needed to be used as intended in the quasi-experiment and to obtain data for research question one. The obtained group of 19 participants, as described in the introduction chapter, was obtained with permission from the study coordinator.

To collect the information needed to answer our research questions, we decided to use mixed methods research, a combination of quantitative and qualitative data gathering, which is often used in motivation research (Dörnyei & Ushioda, 2013) and is a "profound form of triangulation" (Olsen, 2004, p. 3). Triangulation is known as a typical method to increase the validity of an experiment (Mathison, 1988). The first applied quantitative survey is the basis of the experiment. The results of the surveys were strengthened by followed-up qualitative interviews (Dörnyei & Ushioda, 2013). We chose to create paper based questionnaire surveys for the quantitative data gathering, and semi-structured interviews for the qualitative data gathering.

3.2 Quantitative Data Gathering

The reason why we chose a quantitative data gathering method for our quasi-experiment was because we needed measurable data that could be used to compare the two groups. Compared to qualitative research, which requires a substantial amount of time, quantitative data can be quickly obtained and evaluated (Choi & Johnson, 2005). The validity in a quantitative study can be defined "as the extent to which a concept is accurately measured" (Heale & Twycross, 2015, p. 66). The surveys used in this experiment may have decreased the validity because the questions asked in a quantitative survey may not be

accurate enough to measure what was intended (Heale & Twycross, 2015). Additionally, a downside of qualitative data is that it lacks the underlying reasons of the participants' replies (Dörnyei & Ushioda, 2013). The reliability of a quantitative study can be defined as "the extent to which a research instrument consistently has the same results if it is used in the same situation on repeated occasions" (Heale & Twycross, 2015, p. 66). While quantitative data has a low validity, they have a high reliability. This can be attributed to the exact replicability of the surveys. Compared to qualitative data gathering, emotions and prejudice can have negative effects on the validity of the data in quantitative data gathering (Leung, 2015; Haradhan, 2017).

The quasi-experiment was decided to be executed in two phases, which required us to create two separate surveys. We named the surveys created for the experiment Survey 1 and Survey 2. Survey 1 belonged to the first phase, and Survey 2 belonged to the second phase of the experiment. As illustrated in figure 3.1, we planned Survey 1 to have two parts, one before the introduction and one after the introduction. Phase two of the experiment was planned to be executed three months later, before analyzing the collected data. Motivation questionnaires are context-dependent and cannot be transferred from one situation to another (Dörnyei & Ushioda, 2013), which suggest the creation of a specific survey for this experiment at the expense of validity and reliability (Heale & Twycross, 2015).
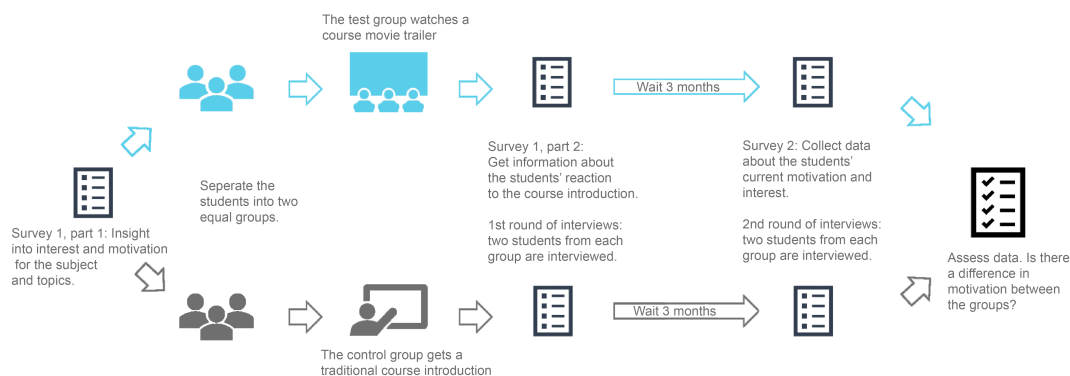
FIGURE 3.1: Procedure of the experiment

3.2.1 Creating Survey 1

The purpose of Survey 1 was to collect data about students' interests, goals, expectations, and curiosity before the course introduction to collect data for research question two, and, subsequently, questions regarding impressions of the course introductions to collect data for research question one. It was therefore split into two parts: one part to be handed out and executed before the introduction, and one after the introduction. Both parts of

the survey were paper handouts to avoid technical difficulties by using computers and being dependent on a connection to the Internet.

The majority of the questions in Survey 1 were based on the 7-point Likert scale (from 1 = low rating, to 7 = high rating). In contrast to the often used 5-point Likert scale, the 7-point Likert scale has the advantage of having a larger scope, which increases the validity and reliability (Krosnick & Presser, 2010). Moreover, it is often used as an instrument to measure "affective variables such as motivation" (Nemoto & Beglar, 2014, p. 1). However, with all types of scaled replies, respondents may interpret the scale point meanings differently than intended (Krosnick & Presser, 2010). We included questions with specific answer options when the answers could not be rated by a linear scale, but by three or four answers, such as gender and "Yes", "Maybe", "No"-questions.

The second part of the survey contained a 7-point semantic differential scale. The participants were asked to rate their impression of the introduction based on a scale of bipolar adjectives. The more to the left, the more they agreed with the negative adjective. The more to the right, the more they agreed with the positive adjective. The semantic differential scale was used to gather data about the participants' attitudes and feelings (DePoy & Gitlin, 2016) of the introduction they were attending, which should provide data for the first research question.

3.2.2 Creating the Bachelor Survey

To increase the validity of the experiment, and collect data for research question one, we wanted to investigate if the course movie trailer could be perceived as exciting, inspiring, interesting, and curiosity-inducing by testing a group separate from the quasi-experiment. The survey consisted of two parts, which were both paper handouts. The first part had one single question regarding their desire to take the master's degree and was completed before watching the course movie trailer. The second part was completed after watching the trailer, and had questions regarding the participants' opinions of the trailer's qualities. In addition, the second part had a question about their desire to take the master's degree after watching the course movie trailer. The questions in the bachelor survey were based on the 7-point Likert scale.

3.2.3 Creating Survey 2

Survey 2 served primarily to measure the students' motivation to investigate if there was a difference between the test group and the control group, as described in research question three. Additionally, it should collect data to be compared with the data from before the introduction, such as the students' curiosity, interests and goals, needed to answer research question two.

The majority of the questions in Survey 1 were based on the 7-point Likert scale as in Survey 1. To measure the participants' motivation we used the Academic Motivation Scale (AMS-28) (Vallerand et al., 1992). The AMS-28 is considered as a reliable and valid

tool for measuring students' intrinsic motivation, extrinsic motivation and amotivation (Vallerand et al., 1992; Utvær & Haugan, 2016). The AMS-28 divides intrinsic motivation and extrinsic motivation into three subtypes each, integrated regulation is not included because it is not distinguishable from identified regulation (Vallerand et al., 1992). The descriptions in AMS-28 are based on the SDT and measures the following subtypes of motivation:

- IM-to know; "I am curious, and I want to understand and learn something new".

- IM-to accomplish things; "The satisfaction of creating and being engaged in my work is more important than the accomplishment".

- IM-to experience stimulation; "The satisfaction of being stimulated by the experience of the activity is more important than completing the activity".

- External regulation; "Someone else than me decide a reward or punishment"

- Introjected regulation; "I must do it this way, because it is the norm".

- Identification; "I do it because it is important to me".

(Vallerand et al., 1992)

The AMS-28 uses a 7-point scale: 1 ("not at all") to 7 ("exactly"). There is one question in the top of the document, and 28 replies to this question. Each reply is connected to one subtype of motivation. Examples of answers to the AMS-28 question "Why do you go to college?" are:

- "Because I experience pleasure and satisfaction while learning new things" (IM-to know).

- "In order to obtain a more prestigious job later on" (External regulation).

- "I can't see why I go to college and frankly, I couldn't care less" (Amotivation).

(Vallerand et al., 1992).

In order to utilize the AMS-28 (Vallerand et al., 1992) for our experiment, we modified the question and some of the alternatives slightly to fit the E-learning and Games course because the scale was targeted at college students in general.

3.3 Qualitative Data Gathering
- Creating Semi-Structured Interviews

We created two interviews, one interview as a follow-up for Survey 1, and one interview as a follow up for Survey 2. Both interviews were semi-structured interviews; there is a set of questions on an interview schedule, but the interview is guided by the schedule instead of being dictated by it, and the interviewer can follow the respondent's interests and concerns (Smith, Harré & Langenhove, 1995). The first interview contained

nine questions related to the questions from Survey 1. The second interview contained ten questions related to the questions from Survey 2. The interviews are presented in Appendix A. They were designed to provide complementary information regarding data collected from the surveys, such as personal thoughts regarding the survey questions and reflections on what they meant regarding their replies (Dörnyei & Ushioda, 2013). The interviews should therefore be used to increase our understanding of the survey results in order to find answers to the research questions. However, the process of qualitative data collection and evaluation is time consuming (Choi & Johnson, 2005). Compared to quantitative research, qualitative research deals with non-numeric, subjective results. Achieving high reliability with qualitative data can be challenging, because the data is narrative and can therefore cause deviations (Zohrabi, 2013). A challenge when collecting qualitative data is to create a meaningful overall picture by connecting the words without changing its amplitude. Human emotions are an important part of qualitative research and can add a desirable level to the data collected (Leung, 2015). This combination of qualitative and quantitative research is an example of mixed methods research and is a common way of triangulating data (Dörnyei & Ushioda, 2013) and may increase the validity and reliability of the quasi-experiment's results (Mishra & Rasundram, 2017).

3.4   Executing Survey 1

The first survey was conducted 08.01.2019. We divided the participants by random into two equal-sized groups by handing out numbered tags attached to the survey: Odd numbers for the test group and even numbers for the control group. Age or gender were not taken into consideration when dividing the groups because of the random selection. The participants filled out the first part of Survey 1 before they were split into their respective groups. The test group watched the course movie trailer, while the control group attended a short oral introduction by their teacher. The two groups completed part two of Survey 1 after the introduction. The groups did not know that they were presented different course introductions. We were present in both rooms to monitor this part of the experiment. The survey was executed to gather information about the students' emotional connection to the course and motivation to start the course, and to gather data which could provide answers to research question one and two.

3.5   Executing Interview 1

After the completion of Survey 1, we asked four volunteers for interviews. One male and one female participant from each group volunteered. Details of the interviews after the first survey are shown in Appendix A. Quantitative research does not provide insights about why things happen (Quinn, 2002) which is why we added the qualitative research as a second method for the data collection.

The interviews took place in the same room as the introduction to not change the test environment. To add qualitative research, a previously measured experience can be underpinned and might provide a better understanding. Questions asked in the interviews was mostly "why"- questions to get an explanation of something that cannot be measured in numbers (Morse & Niehaus, 2009). The interviews were voice recorded for transcribing and the recorded material was deleted after they were transcribed. One known challenge that we faced of the method of transcribed interviews was to understand and transcribe the recorded words correctly. People also often tend to not end their sentences, which makes it hard for the transcribers to define the beginning and the end of a sentence (Poland, 2003).

3.6 Executing the Bachelor Survey

The Bachelor survey took place at the 22.01.2019 in a classroom at UiA, after a master's degree information event. The participants got the first part of the survey before watching the course movie trailer. After presenting the course movie trailer, they answered the second part of the survey. We performed this survey to support our assumptions that our course movie trailer is comparable to contemporary movie trailers and to collect data for the first research question.

3.7 Executing Survey 2

The second survey was conducted 19.03.2019 and consisted of two sections. Again, the students' candidate number was needed so we knew which student was in the test group and which student was in the control group. Since the first survey, the number of participants was reduced to 13, because three participants did not make an appearance. The reduced test and control groups may have affected the validity of the experiment (Coryn & Hobson, 2011). The first section of the survey included questions about the students' interest in the topics of game design, game history, and motivation and engagement for a comparison of the results from Survey 1. The second section was based on Vallerand's AMS-28 survey to measure the students' intrinsic and extrinsic motivation, as well as amotivation (Vallerand et al., 1992). The AMS-28 comprises 28 questions and was adapted to fit our experiment (Stover et al., 2012).

An unforeseen event which may have had a negative impact on the experiment's validity and reliability were cancelled lessons due to a teacher's sick leave in the time period between the first and second survey. The absence might have affected the students' opinion about the course and their motivation. Additionally, the test results could have been affected by factors such as the random selection of candidates into groups that caused a skewness in age and gender. Moreover, the participants might have discussed their different experiences with their introductions after Survey 1.

3.8   Executing Interview 2

To support the data gathered in Survey 2, a qualitative collection of data followed in the form of interviews. The interviewees were the same as in the first test phase, and the interviews took place in the same room as the introduction to not change the test environment. They were asked ten questions related to the questions asked in the survey. A full version of all questions used in the surveys and the questions asked in the interviews can be found in Appendix E and Appendix A.

3.9   Analyzing Data

A descriptives statistics in JASP was done to show the differences between the two test groups in the quasi-experiment and to present the results of the Bachelor survey. The results from the quantitative survey have been demonstrated in form of distribution plots and boxplots for a visual comparison. JASP needed data from CSV-files that we generated by collecting the gathered data into Excel spreadsheets. A One-sample T-tests in JASP was made to possibly compare the groups' results of the AMS-28. The semantic differential, as part of the first survey, was analysed in Excel. The mean of the results of the test and the control group are presented in with graphics and numbers to see differences and similarities of both groups, all used results are included in Appendix B. All used results are presented with graphics and explanations in the results chapter. The results are discussed in the discussion chapter.

The analysis of the qualitative interviews was made by transcribing the recorded audio extensively after each interview. Every word, reaction, and interposed questions from the interviewer and the candidate were transcribed thoroughly. The interviews are available in Appendix A.

The surveys and interviews were anonymous, and we did not gather any identifiable personal information. All participants volunteered to participate in the surveys and interviews, but to respect the privacy of the respondents of the qualitative interviews, some of the information we obtained that could be used to recognize the candidates has been omitted from the appendix.

3.10   Summary

We used a mixed method design consisting of two quantitative surveys and two qualitative interviews in a quasi-experiment over two phases, the first phase was conducted in January, and the second phase was conducted in March. The quasi-experiment was designed to provide data we could use for the discussion of our three research questions. We also conducted a separate quantitative survey targeted at another group to add validity and additional data to the first research question. Different scales and tools, such as the 7-point Likert scale questionnaires, the semantic differential, and the AMS-28 (Vallerand et al., 1992) were used in the quantitative surveys. Qualitative interviews

were executed to add data that could support and explain findings in the surveys. The validity of the experiment is strengthened because of the use of mixed methods research (Dörnyei & Ushioda, 2013). However, there are factors that may have had a negative impact on validity, such as the number of participants, non-random group of participants, and the tools created for gathering quantitative data. The quantitative data was analysed with JASP and the interviews were recorded and transcribed.

Chapter 4

Results

This chapter shows the relevant results of a total of three surveys and two phases of interviews which provided us with data to be analysed and discussed. To give a better overview of the relevant gathered data it is presented in forms of chronologically ordered charts, figures and a short explanation. The data for each question is split between the test group, that watched the trailer, and the control group, that did not watch the trailer. For the analysis of the collected data from the surveys, we used a program for statistical analysis, named JASP, which provided information, such as mean values, standard deviation, and the minimum and maximum results (JASP, 2018). We chose JASP because it a is free and open-source software, intuitive and quick to use, and it provided all the needed results for this data analysis. All results from the surveys and the interviews are presented in detail in Appendix A and Appendix B.

4.1 Survey 1

Survey 1, part 1, Age (Fig. 4.1):
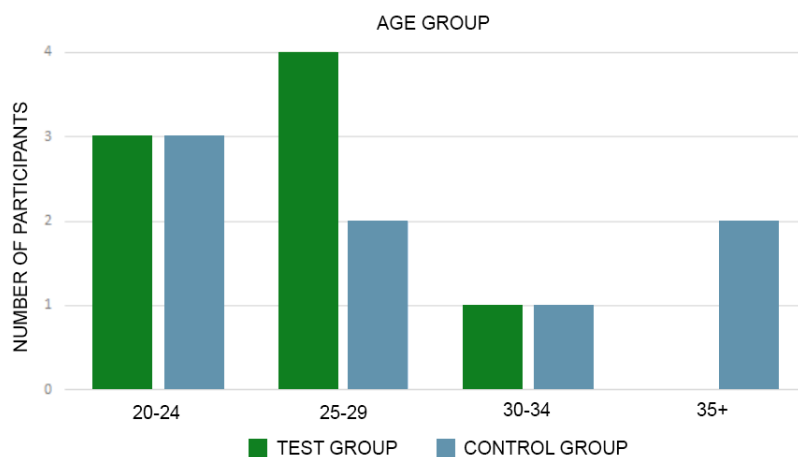
FIGURE 4.1: Survey 1, part 1, Age

Survey 1, part 1, Gender (Fig. 4.2):
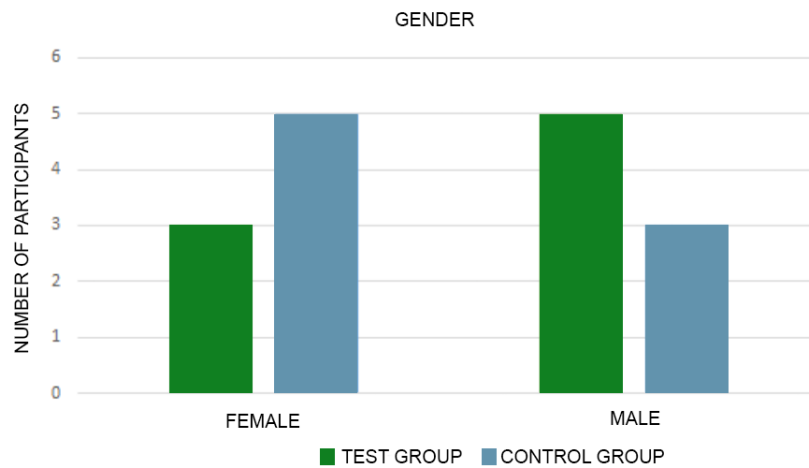
FIGURE 4.2: Survey 1, part 1, Gender

Survey 1, part 1, question 6: "How important do you think this course's content is for you?", Likert scale from 1 ("not important") to 7 ("very important"). The result of this question can be used to indicate the participants' personal goals, and can also be used to indicate their level of initial internalization. A high mean value can indicate a high relative autonomy (Fig. 4.3).
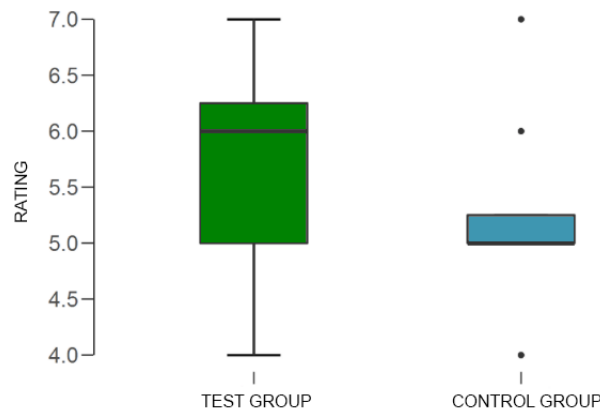
FIGURE 4.3: Survey 1, part 1, Question 6

Survey 1, part 1, question 10: "How interested are you in learning about game history?", Likert scale from 1 ("not interested") to 7 ("highly interested"). The result of this question can be used to indicate personal goals and give a basic understanding of the participants' interest in the course's topics, which can give an indication of their changes of goals and interest for the second survey (Fig. 4.4).
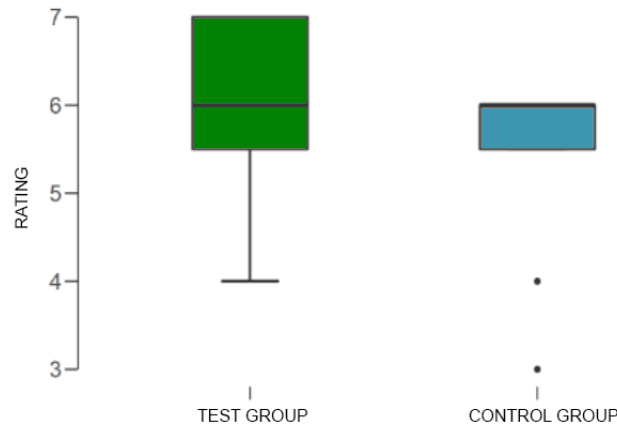
FIGURE 4.4: Survey 1, part 1, Question 10

Survey 1, part 1, question 11: "How interested are you in learning about game design?", Likert scale from 1 ("not interested") to 7 ("highly interested"). The result of this question can be used to indicate personal goals and give a basic understanding of the participants' interest in the course's topics, which can give an indication of their changes of goals and interest for the second survey (Fig. 4.5).
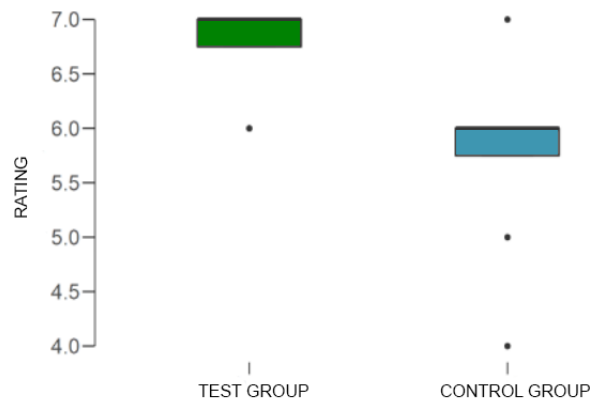
FIGURE 4.5: Survey 1, part 1, Question 11

Survey 1, part 1, question 12: "How interested are you in learning about motivation and engagement?", Likert scale from 1 ("not interested") to 7 ("highly interested"). The result of this question can be used to indicate personal goals and give a basic understanding of the participants' interest in the course's topics, which can give an indication of their changes of goals and interest for the second survey (Fig. 4.6).
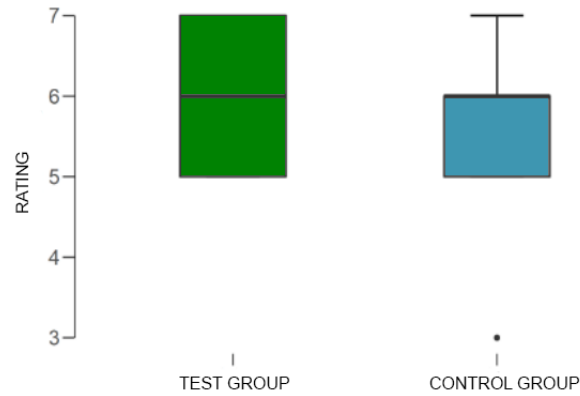
FIGURE 4.6: Survey 1, part 1, Question 12

Survey 1, part 1, question 13: "Do you feel that this course fits you and your interests?", Likert scale from 1 ("no, not really") to 7 ("yes, absolutely"). The result of this question can be used to indicate personal goals and the participants' identified or integrated regulation prior to the course start due to the connection between the course and their interests (Fig. 4.7).
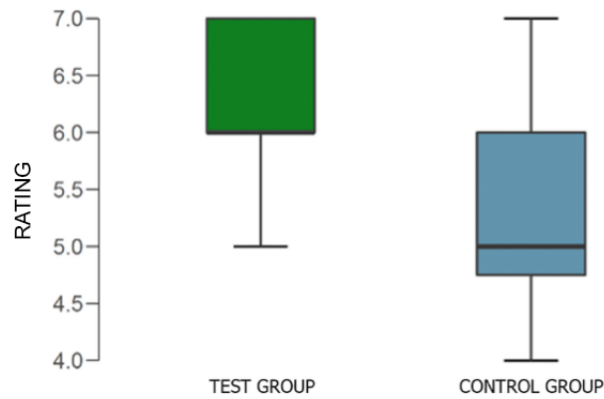
FIGURE 4.7: Survey 1, part 1, Question 13

Survey 1, part 1, question 14: "Would you like to create games as a full-time job?", "Yes", "Maybe" or "No". The result of this question can be used to indicate how many participants have a personal goal related to the course (Fig. 4.8 and Fig. 4.9).
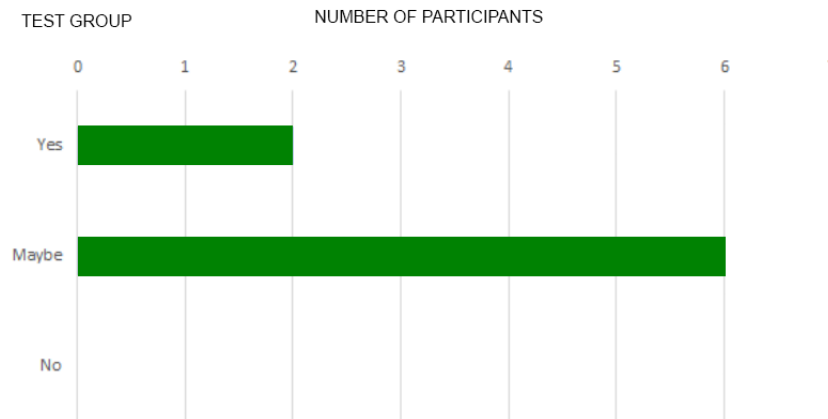
FIGURE 4.8: Survey 1, part 1, Question 14, test group
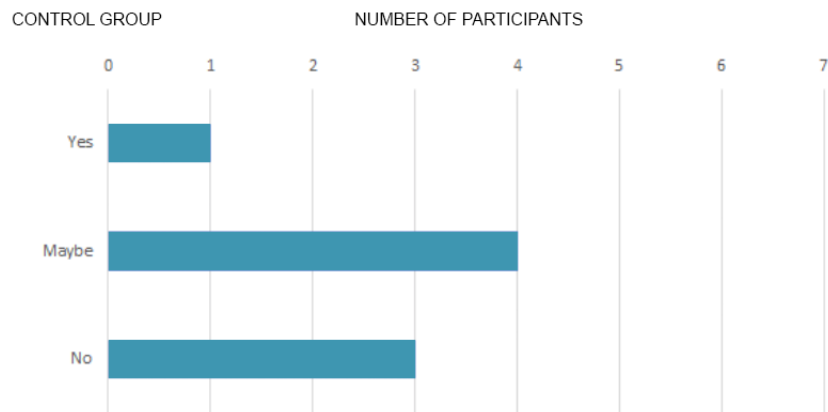
FIGURE 4.9: Survey 1, part 1, Question 14, control group

Survey 1, part 1, question 15: "How engaging do you feel that digital games are in general?", Likert scale from 1 ("not engaging") to 7 ("very engaging"). The result of this question can be used to see the correlation between the participants interests and the course introduction in order to investigate if there is a link between their interests and how the introduction affected their positive emotions (Fig. 4.10).
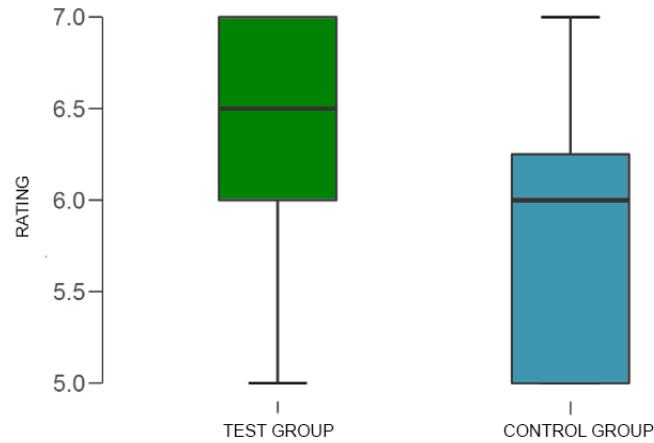
FIGURE 4.10: Survey 1, part 1, Question 15

Survey 1, part 1, question 16: "How engaging do you feel board games are in general?", Likert scale from 1 ("not engaging") to 7 ("very engaging"). The result of this question can be used to see the correlation between the participants interests and the course introduction in order to investigate if there is a link between their interests and how the introduction affected their positive emotions (Fig. 4.11).
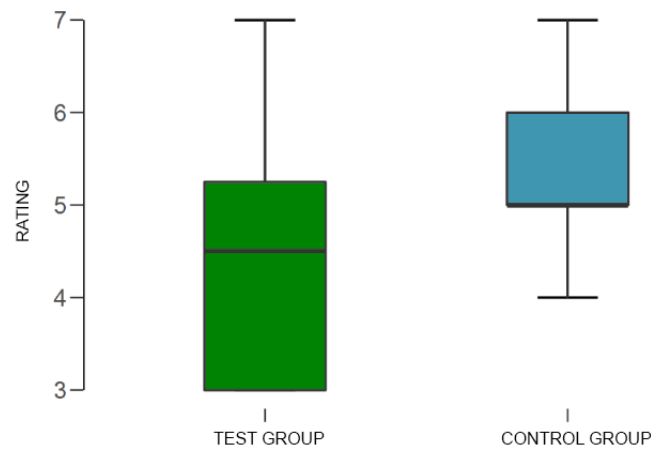
FIGURE 4.11: Survey 1, part 1, Question 16

Survey 1, part 1, question 23: "How curious are you about E-learning and Games?", Likert scale from 1 ("not curious") to 7 ("very curious"). The result of this question can be used to indicate the participants intrinsic motivation prior to the course. A high mean value can indicate a high relative autonomy and a desire to learn (Fig. 4.12).
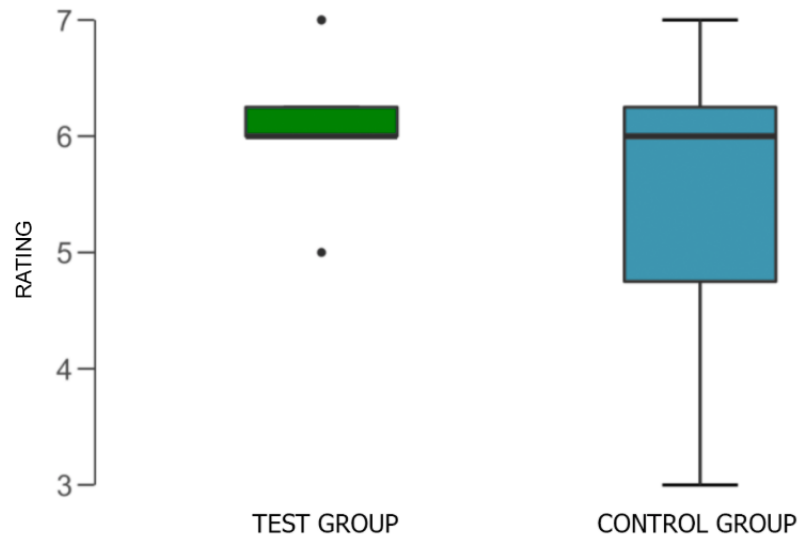
FIGURE 4.12: Survey 1, part 1, Question 23

Survey 1, part 2, question 31: "Did the course introduction make you more curious about E-learning and Games?". The result of this question can be used to indicate the participants change of curiosity after the course introduction. Becoming more curious can indicate a tendency of becoming more intrinsically motivated or having a higher relative autonomy. Becoming less curios can indicate a reduced relative autonomy (Fig. 4.13 and Fig. 4.14).
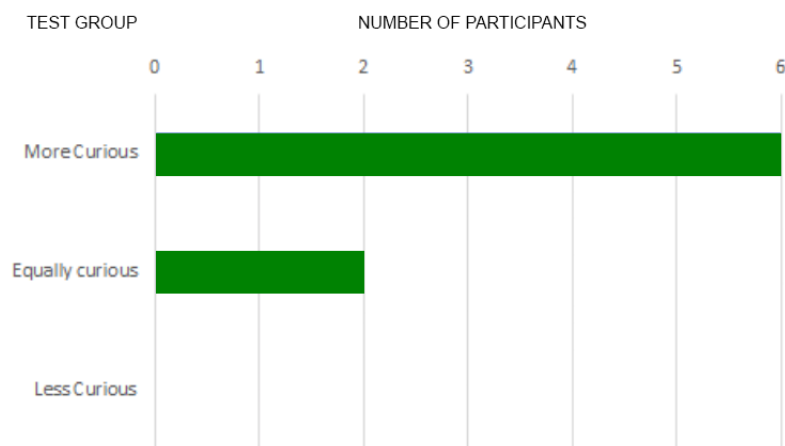
FIGURE 4.13: Survey 1, part 2, Question 31, test group
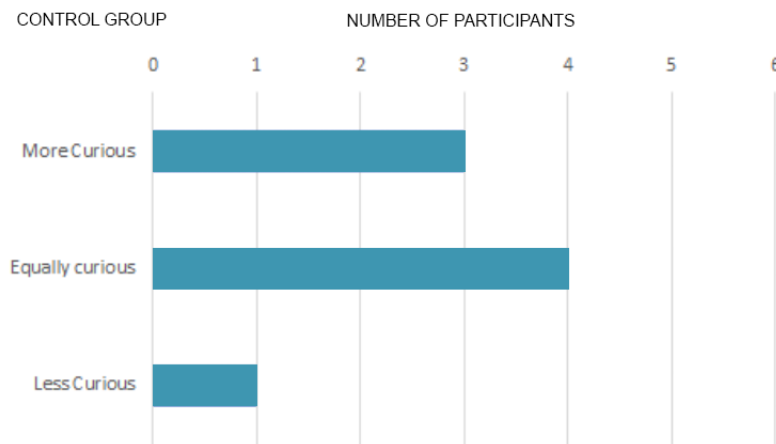
FIGURE 4.14: Survey 1, part 2, Question 31, control group

Survey 1, part 2, question 33: "Has the introduction affected your expectations in a positive way?", Likert scale from 1 ("no, not at all") to 7 ("yes, a lot"). The result of this question can be used to indicate if the course introduction had affected the participants' expectations to the course. A high rating would indicate that the participants had higher expectations after the course introduction (Fig. 4.15).
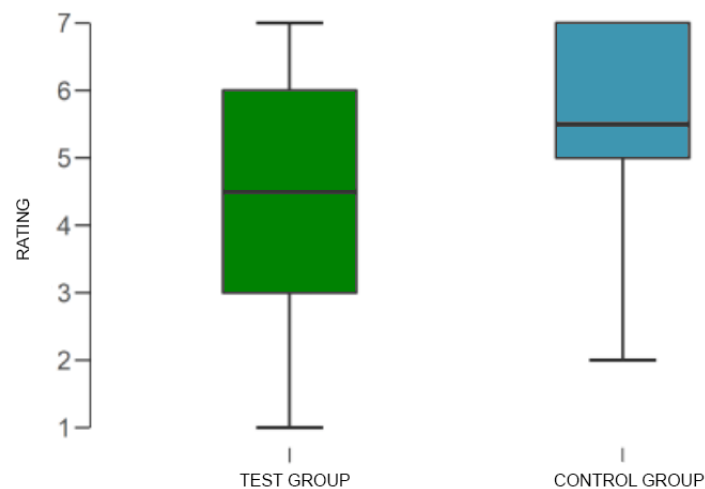
FIGURE 4.15: Survey 1, part 2, Question 33

Survey 1, part 2, question 34: "Are you more excited to take this course after the course introduction?". The result of this question can be used to indicate if the course introduction had made the participants more excited to take the course. A high rating would indicate that the participants had higher expectations after the course introduction (Fig. 4.16).
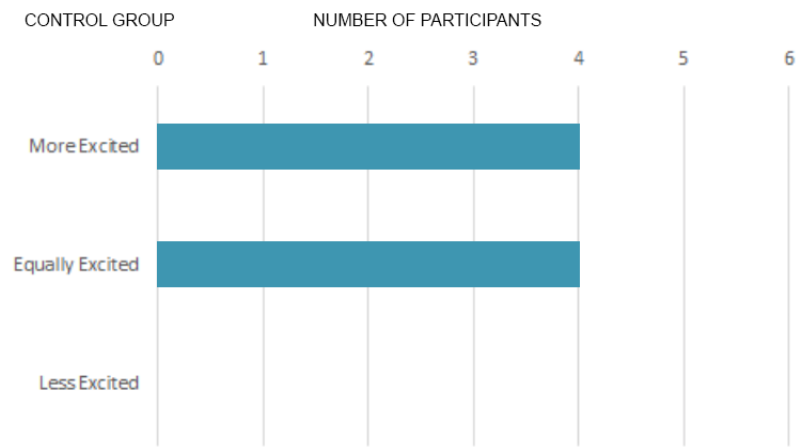
FIGURE 4.16: Survey 1, part 2, Question 34

Survey 1, part 2, Question 35 to 51, Likert scale from 1 (negative) to 7 (positive), (Fig. 4.17).
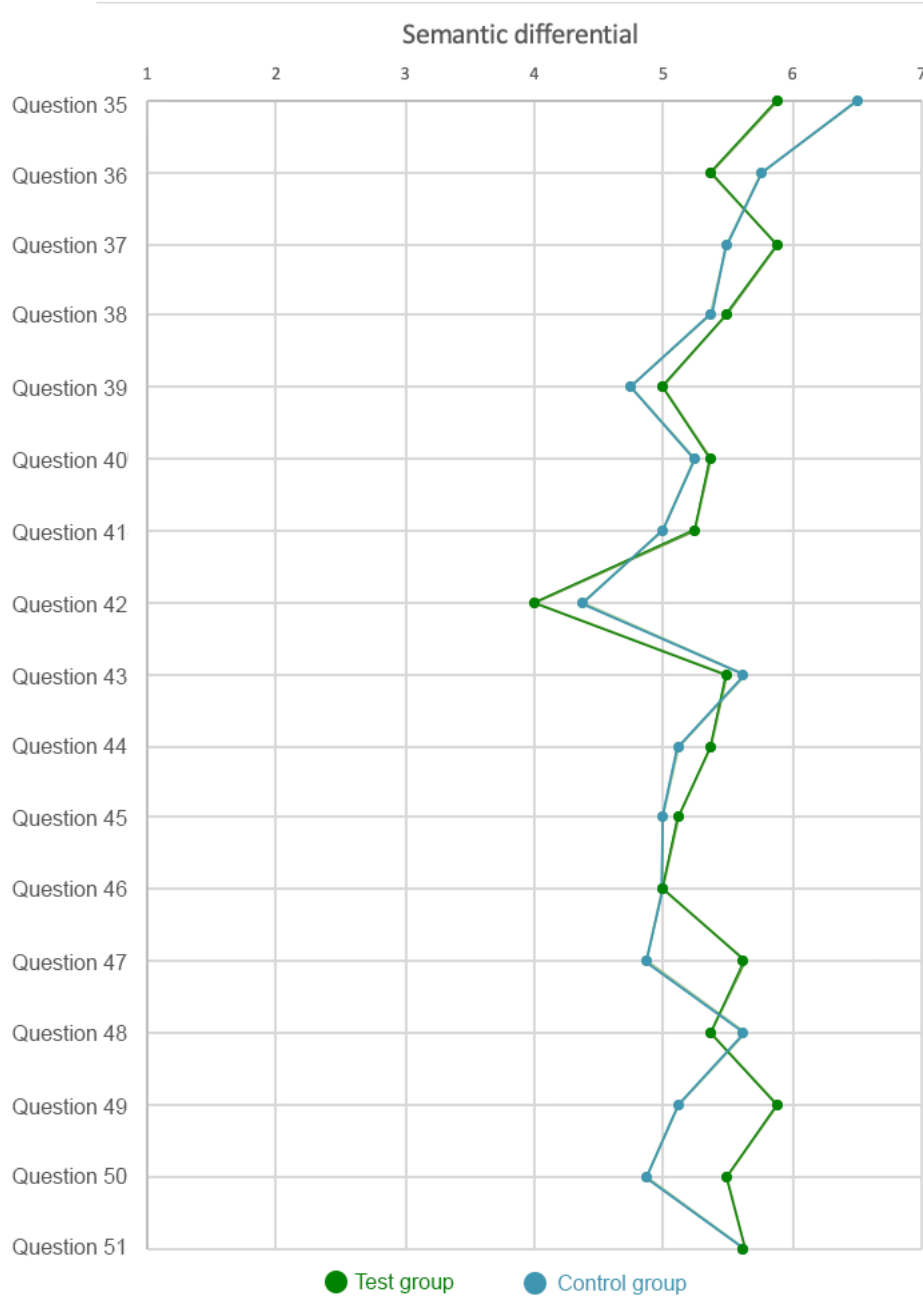
FIGURE 4.17: Semantic differential

4.2   Interview 1

Test group participants: Candidates 3 and 9
Control group participants: Candidates 6 and 16

In the interviews of the first phase, all four participants answered that they could imagine working with e-learning and games as a fulltime job. The participant with the candidate number 6 said: "Yes, ... It seems like this topic will be a part of the future." In a subsequent

question, we asked the participants if there was something that motivated them in the course. The statement that the topic is exciting and interesting was expressed by some of the participants multiple times: "The topic e-learning and games is exciting. Personally, I have always been interested in games" (candidate 16).

In question number three, the candidates were asked to compare their motivation for this course with their motivation for other courses in the master. Candidate 3 and 6 evaded the question and gave more information about the positive aspects of the course.

Both introductions had left a positive impression. When we asked the participants about positive aspects of the course, two candidates (candidate 3 and 9) from the test group pointed out that they liked the way the teacher introduced the course compared to the introduction of other courses. One candidate said: "The trailer was fancy ... it inspired me" (candidate 9). However, the other two candidates (candidate 6 and 16) that got the traditional course introduction focused more on the impression they got from the teacher: "He seems really positive. It is a lot more fun to have a dedicated teacher" (candidate 6).

In question six, we asked the candidates about their expectations of the course. All participants had great expectations of the course after the introduction because they felt that the course seemed to be inspiring (candidate 9), fun (candidate 16), fascinating and interesting (candidate 6), and exciting (candidate 3). Candidate 3 also said: "I'm really interested in pedagogy ... and games ... and I hope to get the best out of it in this course."

In the subsequent question, we wanted to find out if their expectations had changed after the course introduction. Both candidates from the control group answered that their motivation had changed in a positive way: "I'm a lot more motivated" (candidate 6). The candidates from the test group didn't mention the word motivation. They gave positive feedback of the trailer: "I finally felt that I got something a little more concrete. A bit more ... visual." (candidate 3). Also, candidate 9 felt that the course movie trailer helped to understand the course: "I wasn't quite sure what we are going to learn in that subject, but when I left the room I was sure about what we will learn."

In the last question, we wanted to know if the motivation of the candidates had increased. All participants answered this question with "yes". Candidate 16 said in addition: "In my opinion, the introduction made it less scary, ... it is at least motivating to get started with ... subjects that are interesting and exciting and fun to keep up with."

4.3   Bachelor Survey

In the following the gathered data from the bachelor survey with 19 participants will be presented. The Survey was divided into two parts, therefore we first present the results of the questions that were asked before the participants watched the course trailer and then we will show the results after they have watched the course trailer.

Question 1 (Before watching the course movie trailer): "How interested are you in taking this Master in Multimedia and Educational Technology?", Likert scale, 1 = "not interested", 7 = "very interested". The result of this question can be used to indicate how

interested the participants are in taking this master's degree. A high rating indicates a high interest in this master's degree (Fig. 4.18).
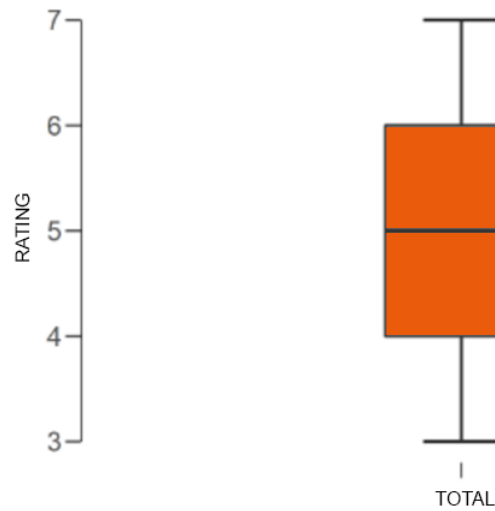
FIGURE 4.18: Bachelor Survey, Question 1

Question 2: "Did the trailer make you more curious about E-learning and Games?", 1 ("Yes, a lot more curious"), 2 ("Yes, somewhat more curious"), 3 ("No, no difference"), 4 ("No, it made me less curious"). The result of this question can be used to indicate if the course movie trailer could trigger the participants' curiosity, thus have affected positive emotions (Fig. 4.19) .
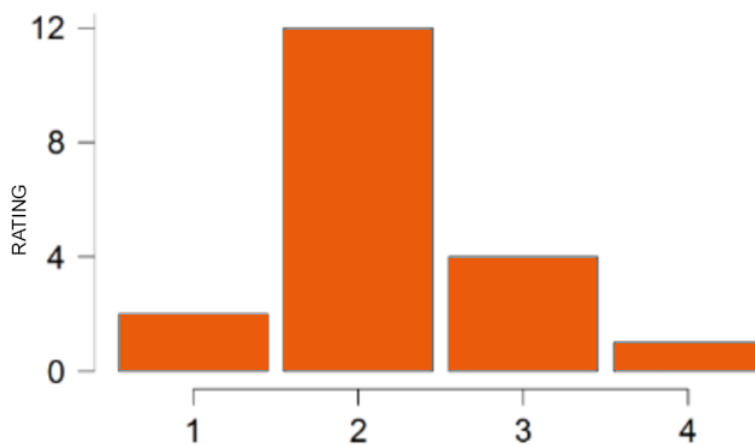
FIGURE 4.19: Bachelor Survey, Question 2

Question 3: "How inspiring was the E-learning and Games trailer?", Likert scale from 1 ("not inspiring") to 7 ("very inspiring"). The result of this question can be used to indicate if the course movie trailer could inspire the participants, thus have affected positive emotions (Fig. 4.20).
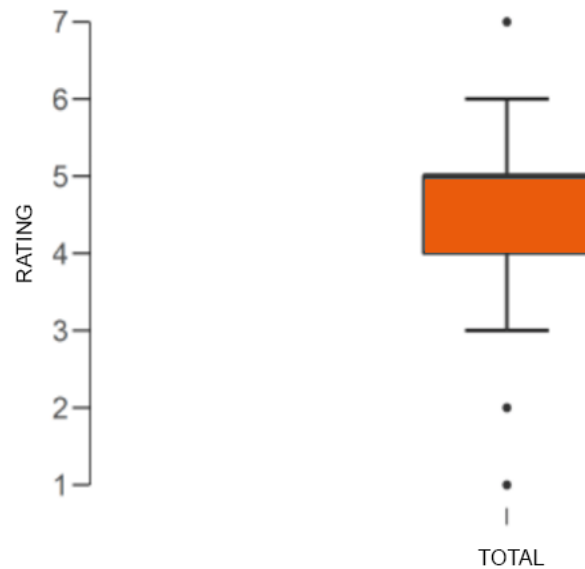
FIGURE 4.20: Bachelor Survey, Question 3

Question 4: "How informative was the E-learning and Games trailer?", Likert scale from 1("not informative") to 7("very informative"). The result of this question can be used to indicate if the course movie trailer was informative. A low result can indicate a lack of information (Fig. 4.21).
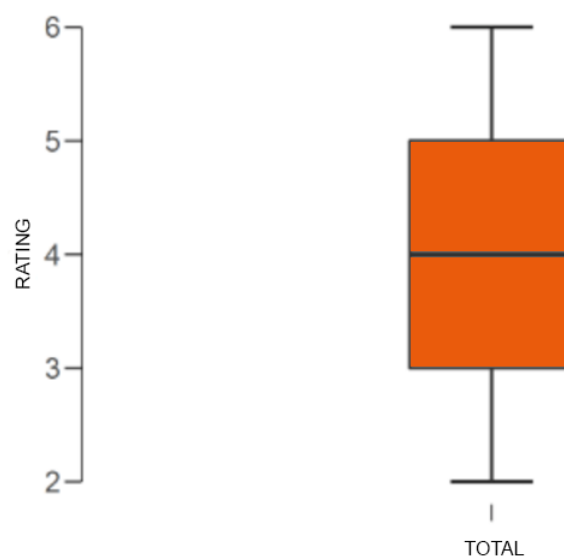
FIGURE 4.21: Bachelor Survey, Question 4

Question 5: "How interesting was the E-learning and Games trailer?", Likert scale from 1 ("not interesting") to 7 ("very interesting"). The result of this question can be used to indicate if the participants found the course movie trailer interesting, thus have affected positive emotions (Fig. 4.22).
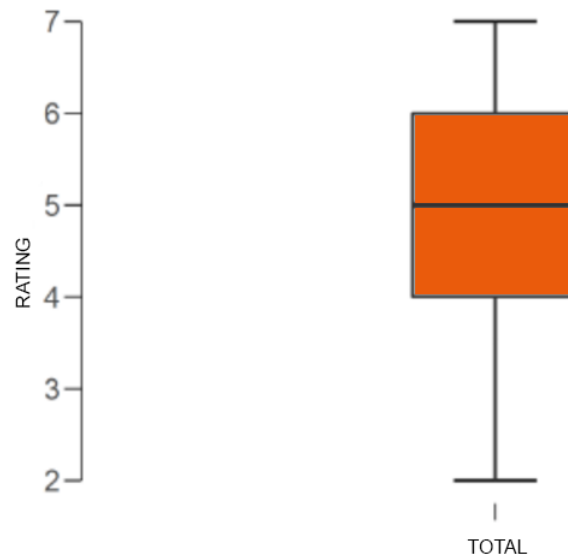
FIGURE 4.22: Bachelor Survey, Question 5

Comparing question 5 with question 8 (Fig. 4.23) : We are looking for a correlation in how interesting the students found the trailer (question 5) compared to how interested they were in taking the master's degree (question 8).
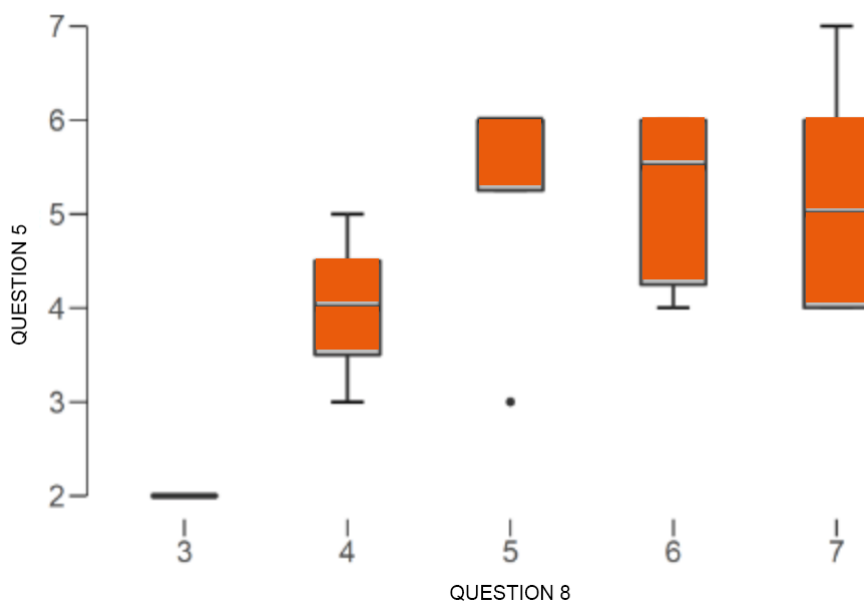
FIGURE 4.23: Bachelor Survey, Question 5+8

Comparing question 5 with question 7 (Fig. 4.24) : We are looking for a correlation in how interesting the students found the trailer (question 5) compared to how interested they were in games (question 7).
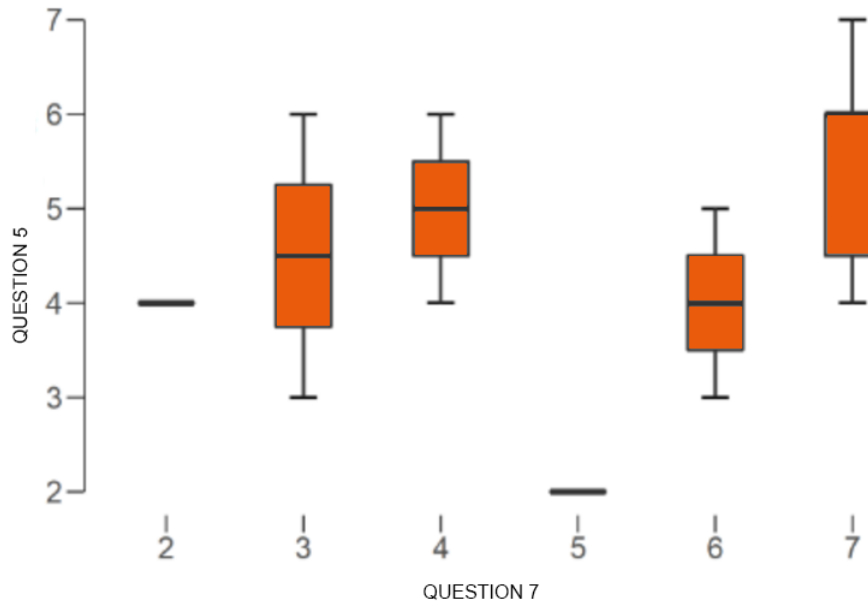
FIGURE 4.24: Bachelor Survey, Question 5+7

Question 7: "How interested are you in games?", Likert scale from 1 ("I do not like games") to 7("I love games"). The result of this question can be used to indicate how interested the participants are in games, which may be a correlating factor when measuring how interesting they found the course movie trailer (Fig. 4.25).
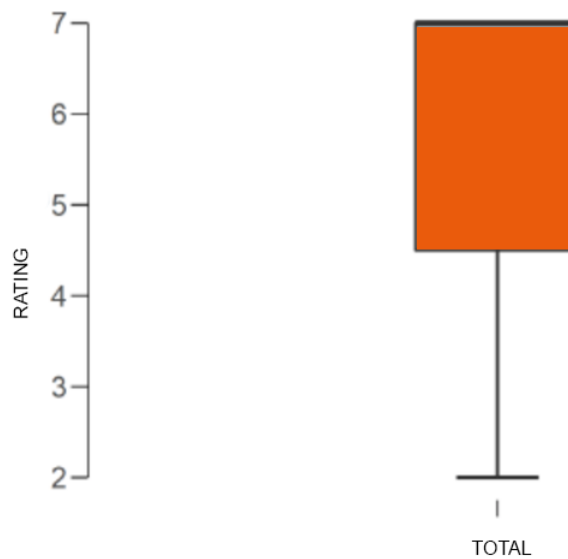
FIGURE 4.25: Bachelor Survey, Question 7

Question 8 (After watching the course movie trailer): "How interested are you in taking this Master in Multimedia and Educational Technology?", Likert scale from 1 ("not interested") to 7 ("very interested"). The result of this question can be used to indicate how interested the participants are in taking this master's degree after watching the course movie trailer. A higher mean value in this question compared to question 1, may indicate if the course movie trailer have affected the participants interest in this master's degree (Fig. 4.26).
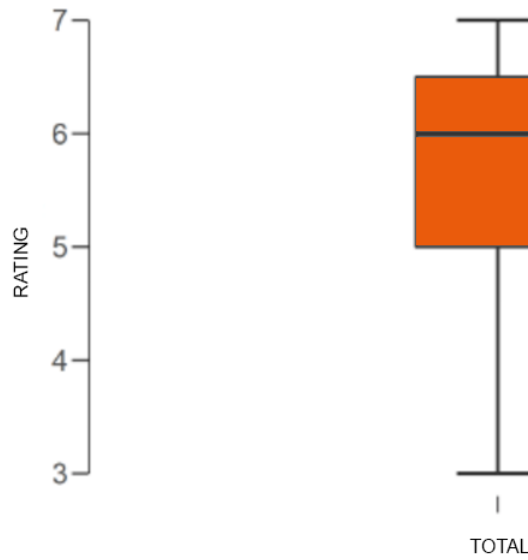
FIGURE 4.26: Bachelor Survey, Question 8

Question 9: "How exciting was the E-learning and Games trailer?", Likert scale from 1 ("boring") to 7 ("really exciting"). The result of this question can be used to indicate if the participants found the course movie trailer exciting: A high rating would indicate that the course movie trailer have affected positive emotions (Fig. 4.27).
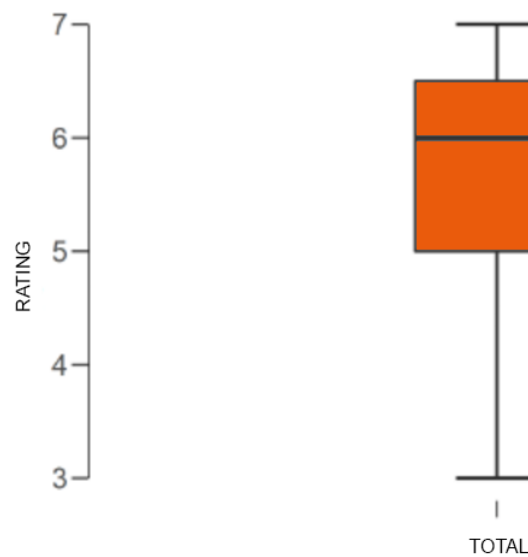
FIGURE 4.27: Bachelor Survey, Question 9

Comparing question 9 with question 8 (Fig. 4.28): We are looking for a correlation in how exciting the students found the trailer (question 9) compared to how interested they were in taking this master's degree (question 8).
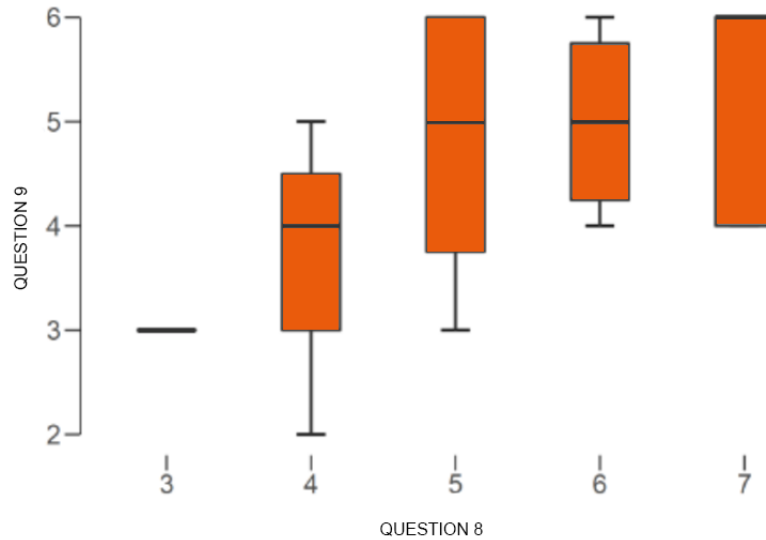
FIGURE 4.28: Bachelor Survey, Question 8+9

4.4 Survey 2

This survey was divided into two parts, but both parts were combined in one survey. The first part gathered data with the 7-point Likert scale while the second part gathered data with the AMS-28.

Demography, Age, based on the participants' candidate numbers from Survey 1 (Fig. 4.29).
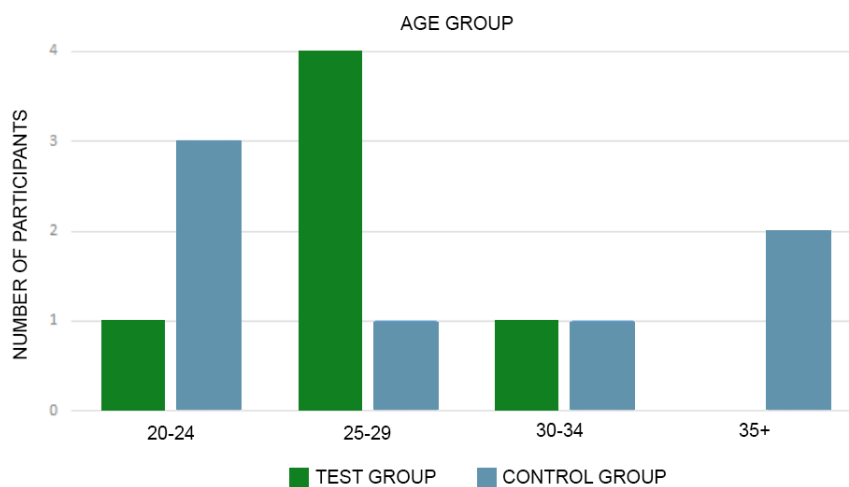
FIGURE 4.29: Survey 2, Age

Demography, Gender, based on the participants' candidate numbers from Survey 1 (Fig. 4.30).
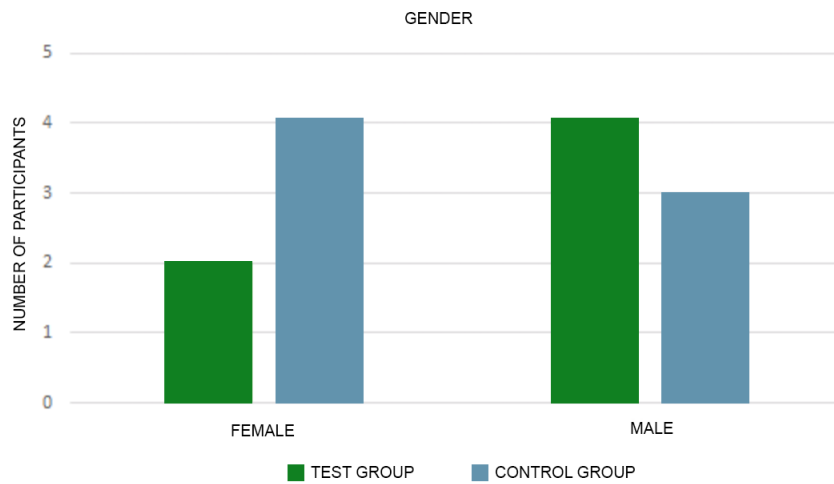
FIGURE 4.30: Survey 2, Gender

Survey 2, question 2: "So far, has the course met your expectations?", "Yes", "Somewhat", or "No". The result of this question can be used to indicate if the participants' course expectations have been met after three months (Fig. 4.31 and Fig. 4.32).
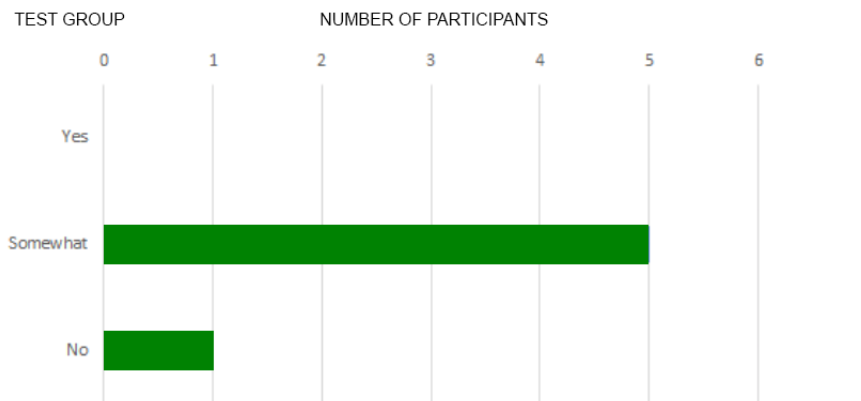
FIGURE 4.31: Survey 2, Question 2, test group
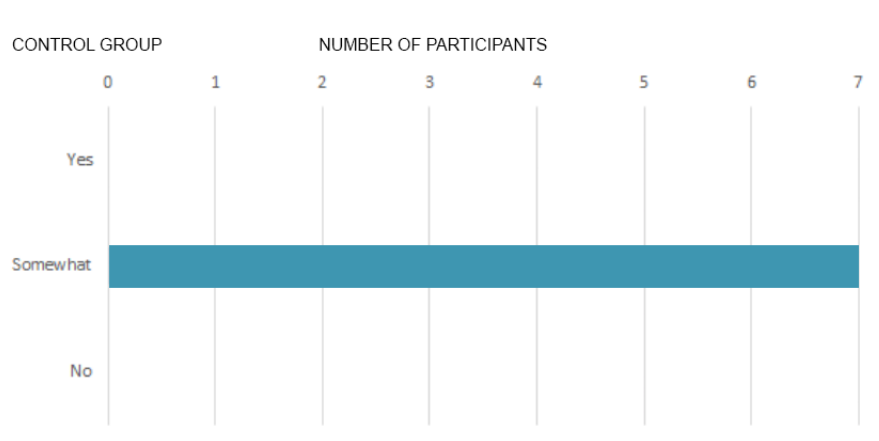
FIGURE 4.32: Survey 2, Question 2, control group

Survey 2, question 3: "Has the course made you curious and eager to learn more about e-learning and games?", "Yes", "Somewhat", or "No". The result of this question can be used to indicate if the participants curiosity has changed after three months (Fig. 4.33 and Fig. 4.34).
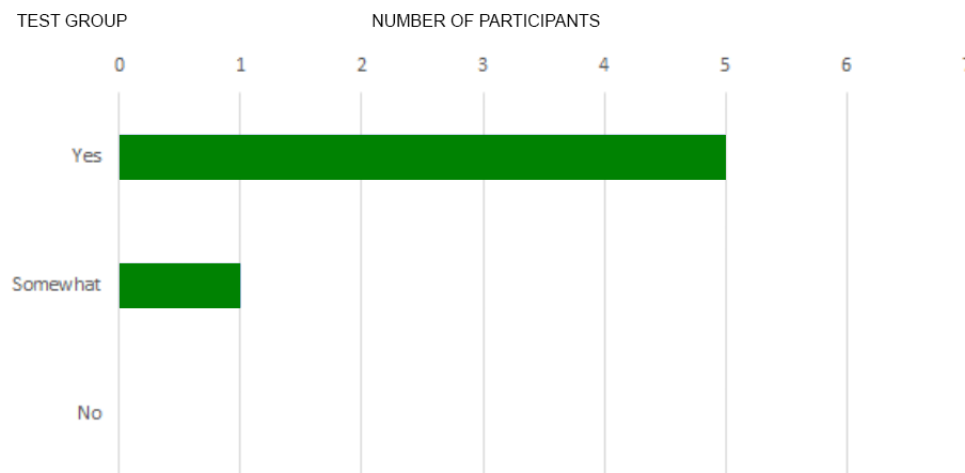
FIGURE 4.33: Survey 2, Question 3, test group
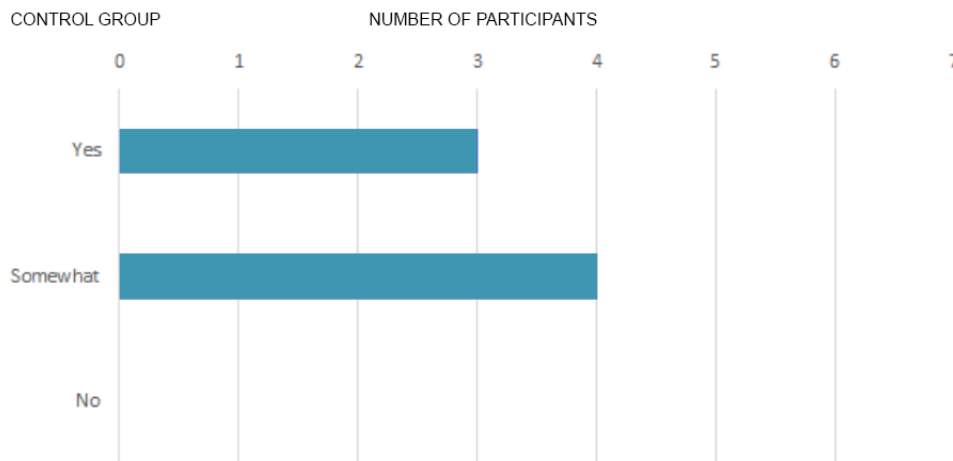
FIGURE 4.34: Survey 2, Question 3, control group

Survey 2, question 4: "How interested are you in the topic of game design?", Likert scale from 1 ("not interested") to 7 ("very interested"). The result of this question can be compared to the results of the same question in Survey 1. It indicates the participants' interest in game design after three months (Fig. 4.35).
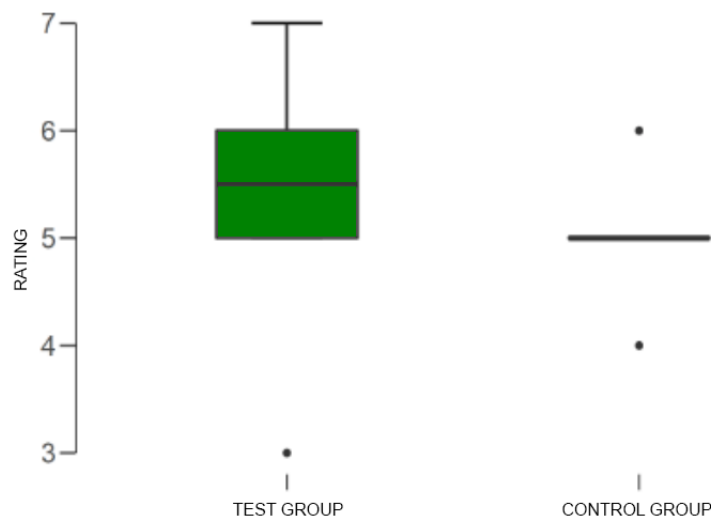
FIGURE 4.35: Survey 2, Question 4

Survey 2, question 5: "How interested are you in the topic game history?", Likert scale from 1 ("not interested") to 7 ("very interested"). The result of this question can be compared to the results of the same question in Survey 1. It indicates the participants' interest in game history after three months (Fig. 4.36).
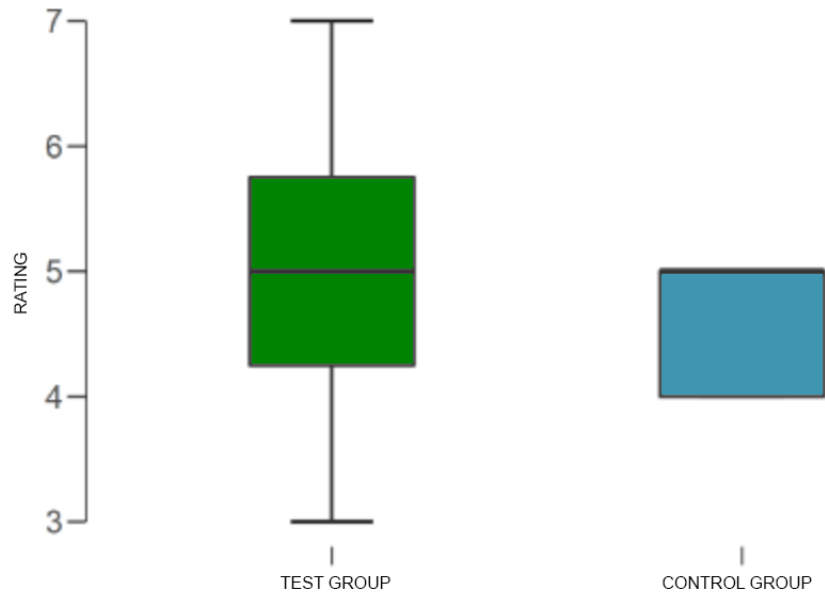
FIGURE 4.36: Survey 2, Question 5

Survey 2, question 6: "How interested are you in the topic motivation and engagement?", Likert scale from 1 ("not interested") to 7 ("very interested"). The result of this question can be compared to the results of the same question in Survey 1. It indicates the participants' interest in motivation and engagement after three months (Fig. 4.37).
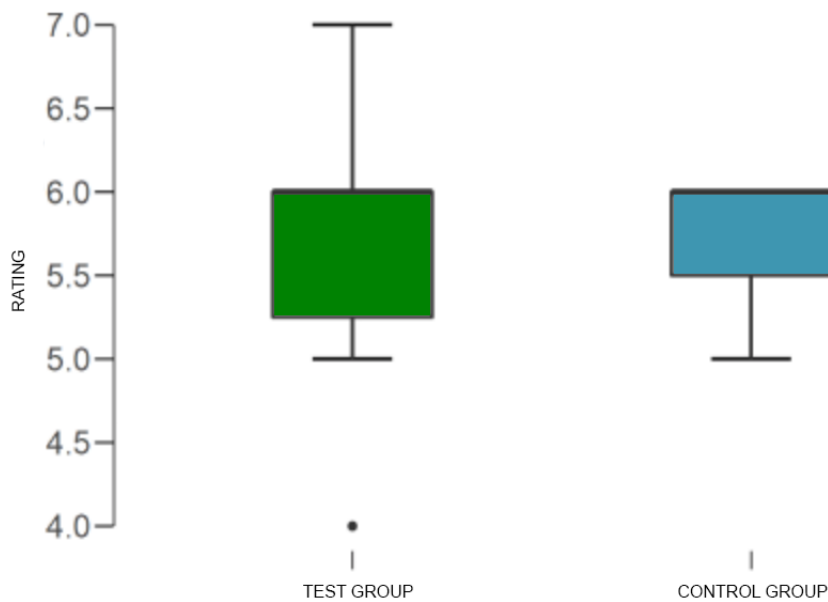
FIGURE 4.37: Survey 2, Question 6

Survey 2, question 7: "Would you like to create games as a full-time job?", "Yes", "Maybe", or "No". The result of this question can be compared to the results of the same question in Survey 1. The results can be used to see how many participants have a personal goal related to the course after three months (Fig. 4.38 and Fig. 4.39).
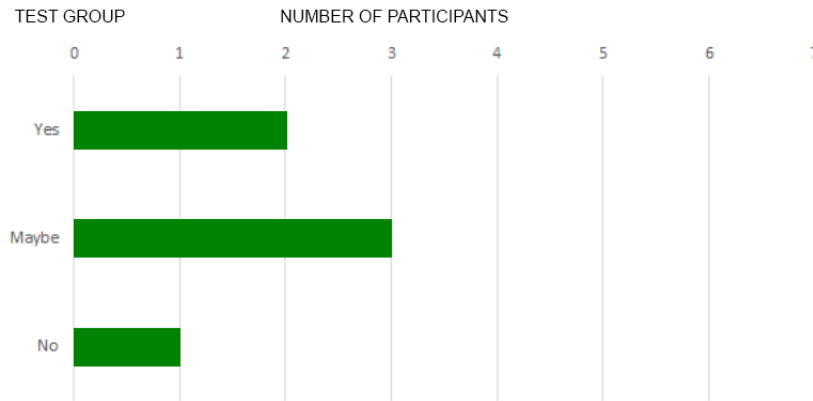
FIGURE 4.38: Survey 2, Question 7, test group
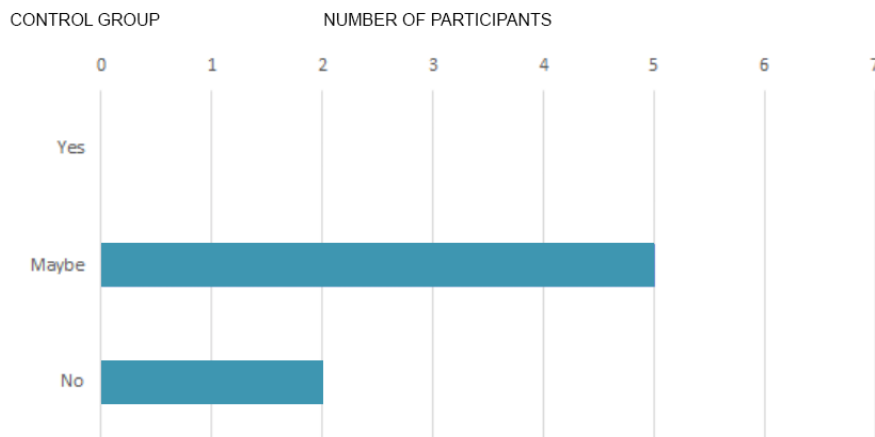
FIGURE 4.39: Survey 2, Question 7, control group

4.5 Custom AMS28

T-test is not used in the discussion, but it can be found in Appendix B

Differences between the groups per category: IM - to know (Fig. 4.40). The result of these questions can indicate the students intrinsic motivation to learn about the topics of the course. A high rating may indicate curiosity, interest and excitement about the course and a motivation to learn for its own reward (Deci & Ryan, 1985; Vallerand et al., 1992; Ryan & Deci, 2009).
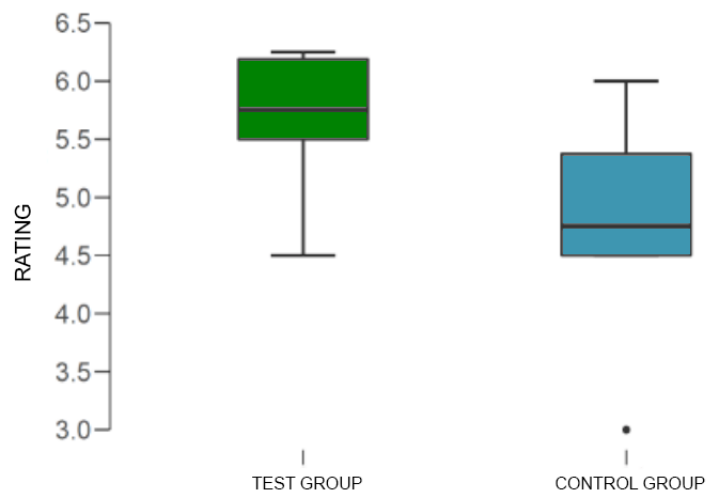
FIGURE 4.40: Survey 2, IM - to know

IM - to accomplish (Fig. 4.41). The result of these questions can indicate the students' intrinsic motivation to accomplish projects in the course. A high rating may indicate curiosity, interest and excitement about the course's assignments, and a motivation to work with it for the sake of accomplishing (Deci & Ryan, 1985; Vallerand et al., 1992; Ryan & Deci, 2009).
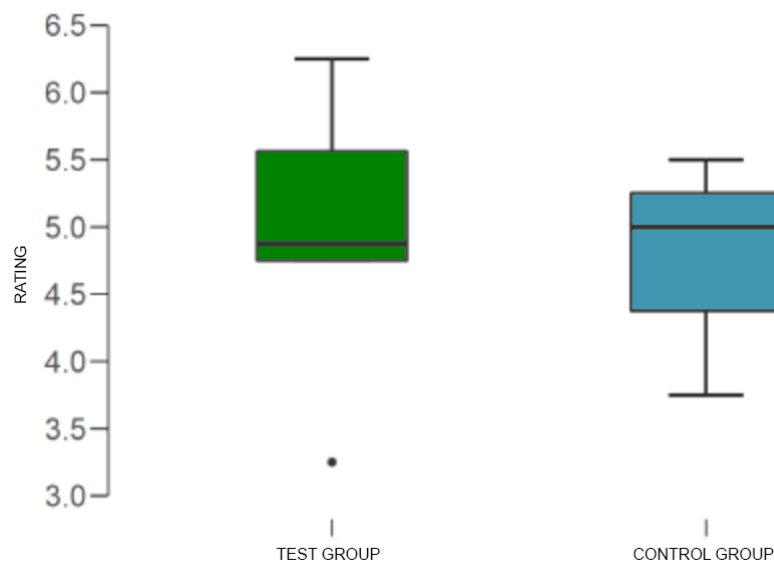
FIGURE 4.41: Survey 2, IM - to accomplish

IM - to experience stimulation (Fig. 4.42). The result of these questions can indicate the students' intrinsic motivation to read the course's literature. A high rating may indicate curiosity, interest and excitement about the course's syllabus, and a motivation to read and study for the pleasure of it (Deci & Ryan, 1985; Vallerand et al., 1992; Ryan & Deci, 2009).
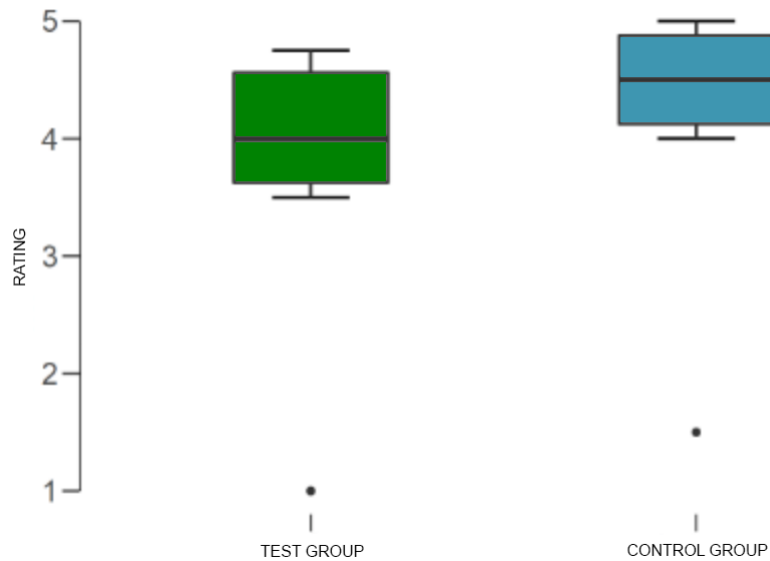
FIGURE 4.42: Survey 2, IM - to stimulate

EM - identified (Fig. 4.43). The result of these questions can indicate the students'
identified and integrated regulation; how internalized they are and how they have adopted
the course's topics to their personal values and goals. A high rating may indicate a
high relative autonomy and engagement because the participants see the usefulness and
advantages of taking the course (Deci & Ryan, 1985; Reeve, 2002; Ryan & Deci, 2009;
Dörnyei & Ushioda, 2013).
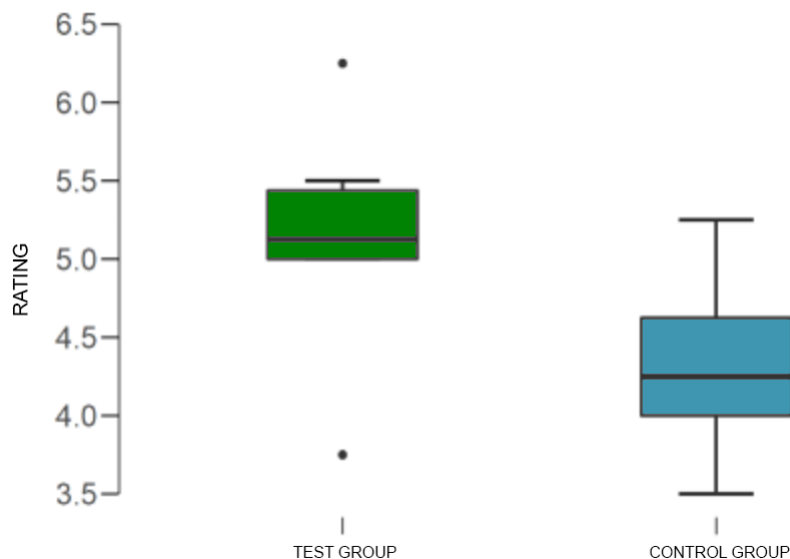
FIGURE 4.43: Survey 2, EM - identified

EM - introjected (Fig. 4.44). The result of these questions can indicate the students
introjected regulation; how they feel they should participate and perform because it is
"expected" . A high rating may indicate a low relative autonomy because the participants

do not see the usefulness and advantages of taking the course for themselves (Deci & Ryan, 1985; Ryan & Deci, 2009).
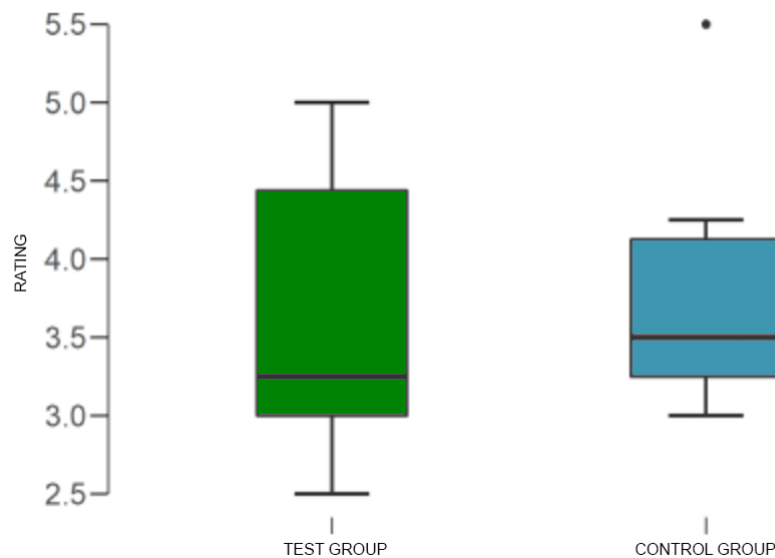
FIGURE 4.44: Survey 2, EM - introjected

EM - external regulation (Fig. 4.45). The result of these questions can indicate the students' external regulation; how they feel that punishment and rewards control their participation and engagement. A high rating may indicate a low relative autonomy because the participants do not see the usefulness and advantages of taking the course for themselves (Deci & Ryan, 1985; Ryan & Deci, 2009).
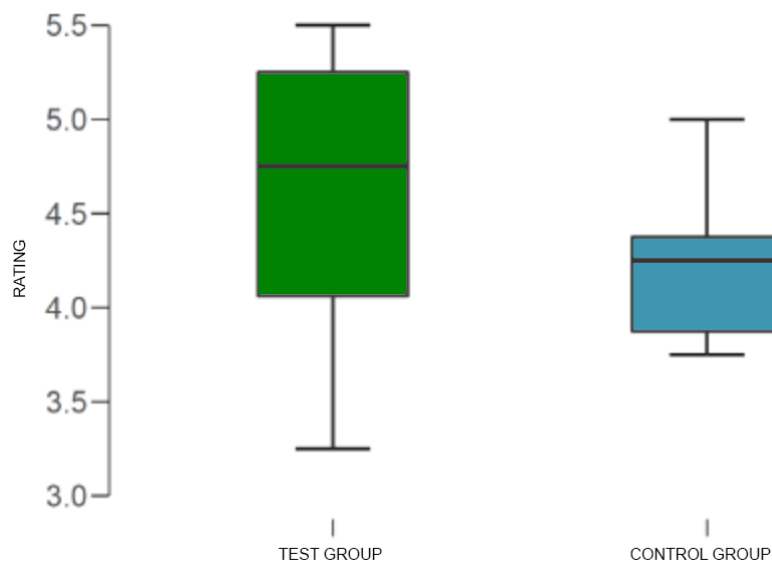
FIGURE 4.45: Survey 2, EM - external regulation

Amotivation (Fig. 4.46). The result of these questions can indicate the students amotivation, or the complete lack of motivation (Deci & Ryan, 1985; Ryan & Deci, 2009).
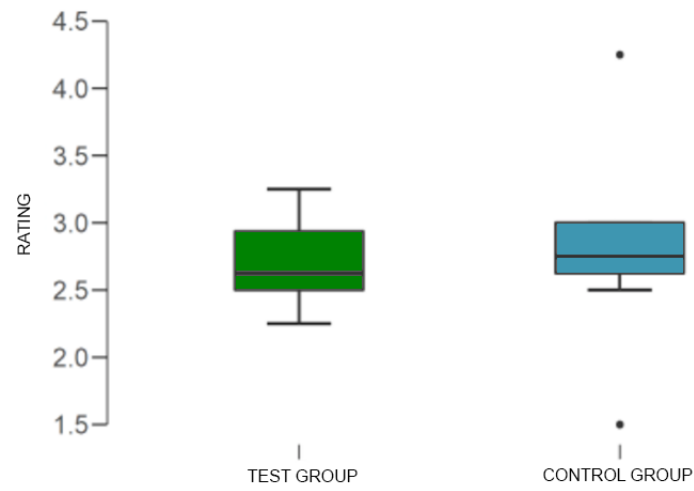
FIGURE 4.46: Survey 2, Amotivation

4.6 Interview 2

Test group participants: Candidates 3 and 9 Control group participants: Candidates 6 and 16

In the first question we asked the students if they were looking forward to the final assignment in the course MM501. The two candidates from the test group had different opinions. Candidate 9 was looking forward to the assignment and wanted to use the learned content: "Yes! I have learned a lot, which is interesting to work with ... I'm looking forward to it" (Candidate 9). Candidate 3 was not looking forward to the assignment because the course was not as expected: "The course wasn't quite as I'd expected it to be". None of the candidates from the control group had a plan for the final assignment and were not looking forward to it: "I haven't decided what to write about. It is a bit stressful for me to get started" (Candidate 16).

We asked about the students' impression of the course. The candidates from the test group both pointed out that they missed some lectures and information that they were supposed to have because of their teacher's sick leave. Candidate 3: "This diminished the motivation of the whole class" (Candidate 3). Candidate 6 has been looking forward to this course and expected it to be fun but "now it is just a lot to read". Candidate 16 was positive end excited: "The subject area is interesting and fits my personal interests." In a subsequent question, we asked about topics in the course that was specifically interesting for them: "Theory of motivation" (candidate 3), "gamification" (candidate 6), "motivation in combination with e-learning" (candidate 9), and "gamification and serious games" (candidate 16).

The next question was about how they felt they were doing in the course and if they had control. Both candidates from the control group were in the opinion that they felt that the course was not structured enough. Candidate 16: "Right now I don't have the overview I need for writing the article". Candidate 3 was not sure. Only candidate 9 felt like being in control: "I feel that I have control, partly".

We asked if the candidates have learned something that they could use in the future. The candidates gave the following answers: "Game mechanics" (candidate 3), "gamification in everyday life" (candidate 6), "motivation theory" (candidate 9), and motivation theory and gamification" (candidate 16). Candidate 3 was also voicing criticism by saying:" I wished to get a deeper knowledge. ... Personally, I think it is hard to just sit and read a book. ... That is not why I'm here. I want to be taught."

The subsequent question was regarding the interest in the topic e-learning and games and if this had changed over time. All participants answered that they are a bit more interested in e-learning and games. Candidate 3: "at the same time I feel that I didn't get all the knowledge that I should have got ... maybe a fifth of it." Candidate 6 mentioned that "reading books all the time was demotivating." In the first interviews, we asked the candidates if they could imagine working in the field of e-learning and games. This question was asked again. All candidates were still positive.

Chapter 5

Discussion

The results in combination with the theory from chapter 2 provide foundation of possible answers for the three research questions. We start by discussing essential parts of the theory, where we explain our focus on intrinsic motivation before we discuss our research questions. For the first research question "Can the course movie trailer used in the experiment trigger positive emotions such as excitement, curiosity, inspiration and interest?" we have primarily referred to the bachelor survey to see if the course movie trailer has triggered students' excitement, curiosity, inspiration and interest. Results from Survey 1 part 2 that are related to curiosity and excitement have been also discussed in this context. The theory about emotions in trailers as well as interest, excitement, curiosity and inspiration as the four main indicators for intrinsic motivation, helped to explain the results from the quantitative testing.

In the second research question "Is there a change on the students' curiosity, goals and interest in the course-related topics after three months?" the results from the master Survey 1 part 1 and Survey 1 part 2 were used to assess the interest, goals, and curiosity of the participants for a subsequent comparison with the results of Survey 2. The results provided data of a possible change over the time period of three months between the test group and the control group. Theory about curiosity, interest, goals and the self-determination theory as well as the interviews supported the results. With the last question: "Is there a difference in motivation between the two groups three months after presenting the course movie trailer?" we have assessed the results of the AMS-28. The motivation of both groups has been discussed to see if the course movie trailer has affected the test group.

5.1   Focus on Intrinsic Motivation

Our focus is primarily on students' intrinsic motivation, and how a course movie trailer can affect it. The definition we use for intrinsic motivation is rooted in Deci & Ryan's definition as explained in the self-determination theory. Our experiment was conducted to gather data that could indicate if intrinsic motivation could be affected by presenting a course movie trailer. In order to gather such data, we also needed to consider the other aspects of the self-determination theory, such as extrinsic motivation and amotivation, though there is no focus on the latter in this thesis. Both intrinsic motivation and extrinsic

motivation can make the students complete the course satisfactorily. For our thesis, we focus with interest on one of the subtypes of intrinsic motivation, the "IM - to know" (Vallerand et al., 1992) because of its relation to curiosity and interest. Based on the self-determination theory (Deci & Ryan, 1985), we also saw the possibilities that one of the four subtypes of extrinsic motivation, "Identified regulation", also could be affected by targeted emotional stimuli [1] as a consequence of internalization (Deci & Ryan, 1985).

Survey 2 collected the students' responses to their motivation in the middle of the semester, before their creative assignment and the following oral exam. At this time they have been introduced to most of the course's topics and should have a feeling of their satisfaction with the course, interests of the course's content, perceived competence, self-esteem, and autonomy. We therefore assumed that with the timing of our second survey, we would be able to detect potential differences in motivation between the groups, and how intrinsically motivated they were. An intrinsically motivated student is more creative than an extrinsically motivated student (Deci & Ryan, 1985; Deci & Ryan, 2012), and E-learning and Games is a course where creativity is essential to be able to use ideas from games and implement them into learning; thus a reason why we focus on intrinsic motivation.

5.2   Affecting Motivation with a Course Movie Trailer

Our three research questions do not search for a direct link between a course movie trailer and intrinsic motivation, but a correlation through affecting various emotions. There are few external forces that have proven to increase or maintain intrinsic motivation; positive feedback and unexpected tangible rewards may be such rewards (Deci & Porac, 1978). Additionally, there are few examples of how intrinsic motivation can be affected by external stimuli or objects. In our opinion, the self-determination theory does not support a direct relationship between external stimuli, such as a course movie trailer, and intrinsic motivation because intrinsic motivation is related to psychological needs (Niemiec & Ryan, 2009). We therefore assume that external stimuli that can affect emotions, in some cases, indirectly affect intrinsic motivation.

In our experiment, we used a course movie trailer to affect students' positive emotions, such as interest, curiosity, inspiration and excitement. The figure 5.1 illustrates our assumption of how a course movie trailer will affect students emotions and how this, in turn, will affect the students' intrinsic motivation. Movie trailers are claimed to have emotional qualities and are, because of that, used to influence people when advertising movies (Kernan, 2004; Garrett, 2012; Marich, 2013). Our experiment investigates if the same influencing emotional qualities can, instead, be used to affect intrinsic motivation.

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[1] By targeted emotional stimuli we mean: a constructed evocative object with a defined target group. In our case, for this paper, a course movie trailer created to (attempt to) trigger emotions, inspire, engage, and provoke curiosity.
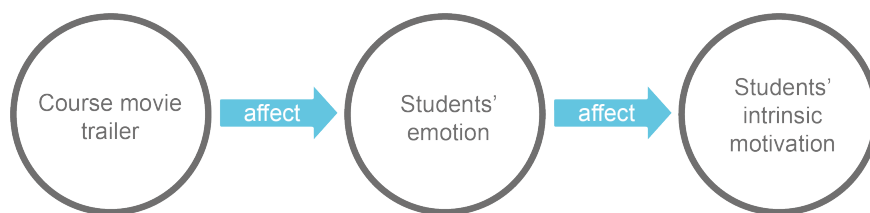
FIGURE 5.1: The research questions aim to provide answers that can be used to determine if course movie trailers can affect intrinsic motivation

5.3 Testing our Movie Trailer's Ability to Trigger Emotions

In our first research question, we asked: "Can the course movie trailer used in the experiment trigger positive emotions such as excitement, curiosity, inspiration and interest?" This question was essential for the experiment, because if the trailer failed to trigger positive emotions, there would be no basis to examine if the movie trailer emotions could affect the students' motivation.

In the theory chapter, we presented theories that indicate that emotions triggered by movie trailers are similar to emotions related to intrinsic motivation. Emotions related to intrinsic motivation, such as interest, curiosity and inspiration have a strong foundation in most motivation research. We find the term excitement suitable as a representation of immediate, unexpected and situational positive emotional feelings that may occur when being intrinsically motivated and when watching movie trailers. Based on the theory, we expected that the course movie trailer would trigger positive emotions. However, we did not speculate to what extent the students would be excited, inspired and triggered by curiosity and interest.

To strengthen the assumption that the four emotions: interest, inspiration, curiosity and excitement are qualities present in our course movie trailer, we conducted the bachelor survey as described in the methods chapter. Four of the questions asked were related to the students' impression of the movie trailer's ability to trigger the four emotions mentioned. One question measured their impression of the trailers ability to be informative. We asked how interesting the trailer was (Fig. 4.22), and the result was a mean value of 4.842, ranging from a minimum of 2 to a maximum of 7. Some students found the course movie trailer more interesting than others, and the mean value indicates that the trailer has the quality of triggering interest. Whether or not the interest induced by the trailer, as a situational interest, is able to trigger "hold facets" (Schiefele, 2009), is not indicated by the result. The correlation between the participants' will to take the master's degree and how interesting they found the trailer (Fig. 4.23) indicates that individual interest (Schiefele, 2009) may be what made the trailer seem interesting. We asked the bachelor students how inspiring and exciting the trailer was, and the results were similar to the question about interest. Our question regarding curiosity was asked differently. We wanted to ask if the trailer did make them more curious, with the alternatives: "Yes, a lot more curious", "Yes, somewhat more curious", "No, no difference", and "No, it made me

less curious". The majority of students did reply that the trailer made them more curious. In addition, question 4 from the bachelor survey indicates (Fig. 4.21) that the course movie trailer was below average informative, which also may trigger curiosity (Pluck & Johnson, 2011).

Because of a movie trailers ability to trigger curiosity and excitement due to its mix of relevant images, videos, dialogue, emotional music (Strobin et al., 2005) and sound effects that enhance visual statements (Archimediastudios, 2010), we can argue that our course movie trailer has the qualities necessary to be an evocative object. As an evocative object, it has the innate ability to inspire. Whether or not students can be "inspired-to" become intrinsically motivated by a course movie trailer, may depend on their interests (Thrash & Elliot, 2003; Thrash & Elliot, 2004; Renninger & Su, 2012). As we see in the bachelor survey, question 7 (Fig. 4.25), the students' interest in games is in general above average. This is essential because the course movie trailer was created with a target group that is interested in games; however, the bachelor students had different opinions about the trailer's ability to inspire. The more interested the bachelor students were in taking the master's degree, the higher they rated the qualities of the course movie trailer. This relation may be a result of internalization in progress, (Ryan & Deci, 2009) where those students who have decided to take the master also want to (or feel that they should), connect their personal interests or personal goals (Reeve, 2002) to the content of the master's degree. Also, the students who were the most interested in games (bachelor survey question 7) did rate question 5 ("How interesting was the trailer?") the highest (see Fig. 4.24). The students who rated question 7 with a score of 7, had a mean value of 5.364 on question 5.

We asked how informative the course movie trailer was to confirm that the trailer was sparsely informative, as described in our requirements. The result (N = 19, mean = 3.842, see Fig. 4.21) indicates that the students, in general, found the trailer below average informative, though the minimum value was 2 and the maximum value was 6. The results from the bachelor survey indicated that the four emotions: interest, inspiration, curiosity and excitement were present in the course movie trailer, but seems to depend on the perceiver's interests and goals.

In Survey 1, part 2, question 31, we asked the master's students if the course introduction made them more curious about E-learning and Games. The survey results (Fig. 4.13 and Fig. 4.14) indicate that the course movie trailer may have triggered the test group's curiosity, as six students replied that the introduction made them more curious and two students replied that their curiosity did not change. According to Garrett (2012), curiosity in trailers can be triggered by leaving the answer of questions open (Garrett, 2012), and could explain why it triggered the curiosity of the test group. However, in Survey 1, part 2, question 33 (Fig. 4.15), the expectations to the course did not seem to have been affected noteworthy. The control group reported a higher grade of positively affected expectations than the test group. In the first interview phase, candidate 3 from the test

group looked forward to learn about pedagogy and games because of the candidate's interest in these topics, and referred to the course movie trailer as exciting.

In Survey 1, part 2, question 34 (Fig. 4.16), we asked the master's students about their excitement to take the course after the course introduction. The results (Fig. 4.16) showed that the students in the test group were more excited than the students in the control group after the introduction. Moreover, due to a statement from candidate 3 that the course movie trailer "was more enjoyable", we can assume that the feeling of joy made them more exciting because joy is closely related to excitement (Cowen & Keltner, 2017). The results form the survey, and the interviews let us assume that the course movie trailer, as an enjoyable experience, made the test group more excited than the control group.

5.3.1 Summary

RQ 1: Can the course movie trailer used in the experiment trigger positive emotions such as excitement, curiosity, inspiration and interest?

The results of the surveys indicate that the course movie trailer has triggered positive emotions such as curiosity, interest, excitement and inspiration, where curiosity seemed to be affected the most. The results also suggest a relationship between the students' interests and affect. Bachelor students that were highly interested in taking the master's degree, did in general rate the positive emotions higher than students that were less interested in taking the master's degree.

5.4 Looking for Change in the Students' Curiosity, Goals and Interest

In research question two, we asked: "Is there a change in the students' curiosity, goals and interest in the course-related topics after three months?" We expected a change after three months because we assumed that the students' curiosity, goals and interest would be affected by new challenges, new sub-goals and internalization (Deci & Ryan, 1985; Boekaerts, 2009; Ryan & Deci, 2009). However, we were searching for a difference between the test group and the control group. A change in curiosity, interest and goals may indicate a change in the students' autonomy and competence according to the SDT (Deci & Ryan, 1985). A difference between the two groups, may indicate that the course movie trailer have affected the students' motivation.

In our first survey, before the introduction, we asked the students questions about interests related to the E-learning and Games course. In Survey 1, part 1 question 13 (Fig. 4.7), we asked: "Do you feel that this course fits you and your interests?". The question prompts the students to compare their own interests with the course, which can be a difficult question to answer with no or little knowledge about the course's content.

The test group did, in average, feel that their interests fitted the course more than the control group did. Students who have interests that are related to the course may be able

to relate to the context early; thus become more curious. We assumed that a course movie trailer would affect such students the most because they relate better to the content of the movie trailer than students that do not have related interests. A course movie trailer could be a foundation to define the context for an intrinsic atmosphere (Condry, 1978).

In Survey 1, we also asked questions regarding their interests in the theory of the course, such as game history, game design and motivation, because interested students are likely to be intrinsically motivated to start learning about the topics (Ryan & Deci, 2000a; Ryan & Deci, 2009). The test group's interest in game history had a mean value of 5.875. The test group's interest in game design had a mean of 6.750. The test group's interest in motivation and engagement had a mean of 6.000. The control groups for the same topics: 5.375 (game history), 5.750 (game design), and 5.500 (motivation and engagement). In our opinion, the results indicates that the students were, in general, interested in all topics listed in the survey, because all results had a mean value above the average rating of the Likert scale; However, the test group was slightly more interested in game design and game history than the control group. According to the Four-Phase Model of interest (Renninger & Su, 2012) based on the results regarding interest, the participants were likely past phase one, perhaps on phase two or even as far as phase three. The results may also indicate possibilities that a few students may be in the fourth phase when it comes to interest in game design. However, some participants may also have interpreted the questions differently than intended.

Games are an essential part of the course E-learning and Games. For this study, and because the course movie trailer was heavily based on games, we wanted to investigate if the students were interested in games. If they were not interested in games, the experiment would have less relevance due to the assumed target group when we made the trailer. To get an indication of the students relationship to games, we asked them two questions: "How engaging do you feel digital games are in general" in Survey 1, part 1, Question 15 and "How engaging do you feel board games are in general?" in Survey 1, part 1, question 16. We could see from the results (Fig. 4.10 and 4.11) that all the students were above average engaged by digital games. The engagement for board games varied more. Also this time, we could see a difference between the groups. The test group was more engaged by digital games than the control group. We see the opposite for board games. The test group are less engaged by board games than the control group. With these results, we concluded that the interests of the test group were slightly more in accordance with the course's content compared to the control group. These differences may have had an impact on this experiment's results. Having more equal groups would possibly have increased the validity of the experiment. For the purpose of the experiment, the positive connection between the test groups interests and the course's content is positive because of the assumption that the trailer will affect such students more.

In Survey 1, part 1, question 23 (See Fig. 4.12), we asked how curious the students were regarding the course, E-learning and Games, before the introduction. The results showed that both test groups were over average curious about E-learning and Games, which is

according to Deci and Ryan (1985), a strong indicator for the intrinsic motivation of the students (Deci & Ryan, 1985). The test group tended to be slightly more curious and was more consistent than the control group. These differences may have had an impact on the conclusion.

After the course introduction, we asked the students if the introduction made them more curious (Survey 1, part 2, question 31, see Fig. 4.13 and Fig. 4.14). The alternatives were "yes", "the same", and "no". The students who watched the course movie trailer reported to have become more curious in comparison to the control group. Six participants from the test group reported increased curiosity, four participants remained equally curious. Four students from the control group reported increased curiosity, three remained equally curious and one reported less curiosity after the introduction.

When responding to a question regarding curiosity almost three months later (Survey 2, question 3, Fig. 4.33 and 4.34), the students from the test group were more curious to learn more than the control group. The question was: "Has the course made you curious and eager to learn more about e-learning and games?". Five of six students from the test group answered "yes", compared to three out of seven from the control group. These results may indicate that the test group has increased their intrinsic motivation because stimulation of curiosity is essential to empower students' intrinsic motivation. A curious student can also experience a feeling of pleasure, which is a feature of being intrinsically motivated (Deci & Ryan, 1985). The course movie trailer may have triggered curiosity on the first day. The gap of information provided by the trailer may have catalyzed an intrinsic motivation to know more and learn more about the topics in the beginning, and by learning more, new areas of interest may be revealed and more gaps of information are discovered, that may trigger more curiosity (Renninger & Su, 2012; Pluck & Johnson, 2011). None of the participants in the test group reported to be less curious, and in general the participants in the control group were less curious than the test group, which may indicate a connection between the movie trailer and curiosity.

Survey results indicated that most of the students were interested in the topics we asked about in the survey. We could see that the test group were slightly more interested in game-design than the control group; however, this result could have been affected by the skewness in the group's age groups. By the interests indicated by the students, we assumed that both groups could be inspired by an evocative object (Thrash & Elliot, 2004) that fitted their interests. If interest is important for inspiration to take place, the test group could have been inspired. Yet, it was not possible to determine if they would be "inspired-by" or "inspired-to" (Thrash & Elliot, 2004), or a mix between the two. Following Wiley's (2003) argument that movie emotions disappears when the movie ends, the inspiration could seize to exist when the movie trailer ends (Wiley, 2003). If the trailer's ability to inspire ends immediately when the trailer ends, the students would need to convert the inspiration to an "inspired-to" before the trailer ends. Referring to the Four-Phase Model of Interest development (Renninger & Su, 2012), we argue that a course movie trailer for this target group is a phase two-experience. The students already had

an interest and they were re-engaged with the content in the trailer and the following introduction of the course and lead to increased interest later when working with their self-defined final assignment (Renninger & Su, 2012).

In Survey 2, we asked the students questions about their interest in the three topics, game history, game design, and motivation and engagement. In general, the results showed a slight drop in interest. The difference between the two groups was less in Survey 2 compared to Survey 1. The test group had a small drop in interest in all of the topics, while the control group had a small drop in interest in game history and game design. Though, in the interviews, all candidates answered that they were "a bit more interested" in E-learning and Games after three months. The students' triggered curiosity may, however, facilitate long-term interest (Kashdan, Rose & Fincham, 2004). Candidate 9 from the test group said in the second interview: "I have learned a lot that is interesting to work with". Candidate 16 from the control group is also interested in the topics and stated that the course meets the candidate's personal interests.

The change in topic interest may have been a result of other factors during the semester. Survey 2, question 2 (Fig. 4.31 and Fig. 4.32), indicated that few students felt like their expectations had been met; none of the participants answered "yes" to this question, but most of the participants answered "somewhat". In the second interview candidate 6 was initially looking forward to the course and expected it to be fun, but "now it is just a lot to read". Candidate 3 said: "The course wasn't quite as I'd expected it to be", and because of the absence of the teacher due to sick leave, candidate 3 said that is diminished the motivation of the whole class. Further, candidate 3 wanted to acquire a deeper knowledge, but felt that the teacher's involvement played an important part: "Personally, I think it is hard to just sit and read a book. ... That is not why I'm here. I want to be taught." The lack of met expectations may have affected the students' interests and motivation, and the experiment's results may have been affected by the unforeseen events that occurred between the first and second test phase.

When we asked the interviewees about what they found most interesting in the course, they added topics not included in the surveys: "Theory of motivation" (candidate 3), "Gamification" (candidate 6), "motivation in combination with e-learning" (candidate 9), and "gamification and serious games" (candidate 16). The topics the interviewees said to be interesting were more specific than the topics from the survey. The results indicate that the students' interest has changed, but the test group is slightly more interested in the game-related topics (from the surveys) than the control group. The interest in motivation and engagement is not noteworthy different. If the course movie trailer did have the ability to make the students "inspired-to", we assumed it would be more connected to game-related topics than the topic of motivation and engagement.

5.4.1   Using Course Movie Trailers to Identify Subgoals

We assume that students who participate in E-learning and Games have several personal goals, most of them not directly related to the course (Boekaerts, 2009). A natural subgoal

for the students is to accomplish the course, which is on the path to a main goal. The students may have different main goals and a varying number of subgoals on its way. What the personal goals are, are not essential for this study, but the course they attend may be a path in that direction. If the course, E-learning and Games is a subgoal to a personal goal, the students would be, interpreting (Boekaerts, 2009), more intrinsically motivated to accomplish it. The students may have several personal goals. In Survey 1, part 1, two of the questions, number 6 (Fig. 4.3) and 14 (Fig. 4.8 and Fig. 4.9), were made to identify if the students had a personal goal that was related to the course, games and future job.

We assumed that students who answered "Yes" in Survey 1, part 1, question 14: "Would you like to create games as a full-time job?", were likely to have a personal goal related to the course, because the topic, games, is an essential part of the course. Further, students who answered "Maybe" were likely to wait until they knew more, possibly curious, and students who answered "No" were not likely to have a personal goal related to the course. In total, only three students answered "Yes". Ten students answered "Maybe", and three selected "No" as their answer. This indicated that most of the students had not settled a personal goal related to a game development job. In the test group, 2 students answered "Yes" and 6 students answered "Maybe". None of the students in the test group answered "No". Question 14 was perhaps too focused on game development only, and fewer students than we anticipated were interested in working with games. In retrospect, we should have listed more than one possible careers and possible jobs. Additionally, the skewness in age and gender between the group may also have affected the result.

Our assumptions that the course movie trailer could help identify subgoals was tested by asking the same question in the second survey. In Survey 2, question 7, we asked if they would like to create games as a full-time job. The results (Fig. 4.38 and Fig. 4.39) were not noteworthy different compared to the results of the same question in Survey 1. In the test group, two out of six students answered "Yes", three out of six answered "Maybe", and one student answered "No". None of the students in the control group answered "Yes"; however, this group did also have two participants in the age group of 35+, which were not represented in the test group. The skewness in the age group may have had an impact on the result. The results of this test could not provide any answers to our research question. Survey 1, part 1, question 6 (Fig. 4.3): "How important do you think this course's content is for you?", was a question regarding the students personal goals. The "for you" at the end of the question makes it personal and not necessarily school-related. We assumed that a student who rate this question high is certain that the content may be important to reach a personal goal, which is defined as identified regulation (Deci & Ryan, 2000; Ryan & Deci, 2000b; Boekaerts, 2009; Ryan & Deci, 2009). Both groups did rate this question fairly high, with a rating of 4 as the lowest and a total mean of 5.500. This may indicate an expectation that the course would give them useful knowledge and experience for existing or evolving personal goals.

In the interviews we asked the candidates if they had learned something that could be useful for them in the future. They all had clear answers what they felt was important for them, such as "game mechanics" (candidate 3), "gamification in everyday life" (candidate 6), "motivation theory" (candidate 9), and "motivation theory and gamification" (candidate 16). We can assume that all of these answers were job- or career-related. The candidates belonging to the test group were more determined and specific when asked this question. The candidates belonging to the control group were more hesitant and less specific.

If the students had, during the first three months, adopted the course's content as personally important in order to pursuit a personal goal, there would be an indication that the students would be more autonomously motivated by identified regulation. The positive emotions that are affected by the course movie trailers, may inspire the students to pursue a new goal, or make them curious about new goals. Thus, a course movie trailer may work as a catalyst for the pursuit of goals; they may be challenging, and require new skills or adjusted skills (Vandercammen, Hofmans & Theuns, 2014; Boekaerts, 2009; Deci & Ryan, 1985; Csikszentmihalyi, 1978).

The results of the AMS-28, "EM - identified" (Fig. 4.43), also indicates that the test group may be more likely to have the course as a part of a personal goal than the control group. However, the results from Survey 1, part 1, question 6 (Fig. 4.3), indicated a slight difference in identified regulation before the course introduction. Thus, we were not able to detect a change in students' goals.

5.4.2 Summary

RQ 2: Is there a change in the students' curiosity, goals and interest in the course-related topics after three months?

The results of the second survey indicate that there was a slight increase in the test group's curiosity. Further, the test group were more curious than the control group after three months. Results of Survey 2 did not show any noteworthy change in interest in the selected course-related topics. The test group was more interested in game-related topics than the control group. In general, the interviewees reported to be more interested in the course and had become interested in specific topics not mentioned in the survey.

The quantitative survey showed no registered change in goals. The test group's identified regulation seems to be higher than the control group. However, the interviewees reported having found some topics that they regarded as important to them in the future. We can assume, based on the results, that the course movie trailer may have affected the students' curiosity, because there is a difference between the test group and the control group. Though, more research is required to support these findings. We were not able to detect any noteworthy change in the students' goals or interest.

5.5 Looking for differences in motivation between the groups

In research question number three, we wanted to find indications of difference in motivation between the two groups three months after presenting the course movie trailer. Due to the quasi-experiment's low number of participants, we did not utilize the results of the t-test, which can be used to determine significance in such tests; however we examined the mean values of the different subgroups of motivation. A difference in motivation between the groups may indicate that the course movie trailer has affected the students' relative autonomy. From research question one and two, we have indications that curiosity, which is regarded as an autonomously driven emotion (Deci & Ryan, 1985; Kashdan, Rose & Fincham, 2004), may have been affected by the course movie trailer. Curiosity triggered by the course movie trailer may have affected the students' autonomy, but there are several other factors that also may have affected the students' motivation, such as the teacher's involvement, course expectations, class community, and the course's execution.

The results of the AMS-28 indicated a difference in one of the subtypes of intrinsic motivation, the "IM - to know" (Fig. 4.40), and one of the subtypes of extrinsic motivation, "EM - identified" (Fig. 4.43). The remaining subtypes of intrinsic and extrinsic motivation as well as amotivation had little differences. Two of the intrinsic motivation subgroups were not noteworthy different, the "IM - to experience stimulation" and "IM - to accomplish", indicating that there was no difference between the groups in the feeling of pleasurement when studying, nor an intrinsically regulated motivation to create; however, there was tendencies leaning towards difference between the groups in autonomous motivation to learn and understand.

As seen in the survey results, the test group is slightly more curious than the control group, which supports the AMS-28 result for "IM - to know"; however, the results may lack validity because of Survey 1, part 1, question 23 (Fig. 4.12), which indicates that the test group was slightly more curious than the control group before watching the trailer.

The interviews show that candidate 9 from the test group was more autonomous and more motivated to learn than the rest of the interviewees. Candidate 9 had a feeling of having control and competence, and was looking forward to work with the final assignment. Candidate 3, however, was not as autonomous as candidate 9, but seemed motivated by internal regulation. The interviewees from the control group felt that the lack of structure made it hard to perform well.

The AMS-28 survey was used once, after three months, and not at the beginning of the semester. The reason for the absence of AMS-28 in Survey 1 is that we wanted to measure the students' motivation during the semester and not their motivation to start the course. In our opinion, the difference between being motivated to start a course and being motivated while participating in a course is not comparable; because content goals may not yet be determined and the process of internalization in the course may be premature early in the semester (Deci & Ryan, 1985; Boekaerts, 2009).

Chapter 6

Conclusion

In this thesis we have presented an experiment to check the validity of our hypothesis: "Students who watch a course movie trailer as a course introduction, will maintain their intrinsic motivation better over time, compared to students who attend a traditional course introduction."

We created a course movie trailer for students attending the course, E-learning and Games MM-501 at UiA. Our test group saw the course movie trailer at the beginning of the semester and the control group did not see the course movie trailer. We compared the motivation and positive emotions between the two groups and performed a separate survey for a group of bachelor students to verify the qualities of the course movie trailer.

In the first research question, we wanted to test if the course movie trailer did have the qualities needed to trigger positive emotions, which was necessary for the experiment's credibility. If the trailer failed to trigger positive emotions, there would be no basis to run the experiment. We got indications that the course movie trailer's properties and qualities are sufficient to affect the target group's emotions. We assume that the connection between the trailer's content and the students' interests is essential for becoming emotionally affected. The more interested the students are, the more exciting and inspiring the course movie trailer was perceived. In our experiment, the course movie trailer's ability to trigger curiosity was the strongest indication of emotional affect.

We searched for indications of changes in curiosity, interest and goals with research question two. Changes in curiosity, interest and goals may indicate a change in the students' autonomy and competence, thus be an indication of their type of motivation. Based on the selected theory and the results from the surveys and interviews, we have indications that the course movie trailer did affect the students' curiosity. The test group was more curious than the control group were after three months. We did not find any evidence that the course movie trailer affected the student's goals or interests.

In research question three, we searched for indications of a difference between the groups in motivation after three months. A difference would suggest that the course movie trailer may have affected the students' motivation. Based on the AMS-28, there is a tendency for an indication that the test group was more intrinsically motivated to learn, but no indications of more intrinsic motivation to accomplish or experience stimulation when studying. Also, the test group was slightly more motivated by internal regulations than

the control group, which means that they see the importance of the course for their own sake. However, the small size of the groups and the limited scope of the experiment does not provide enough proof to validate the results.

A course movie trailer may not be as inspiring and exciting as we assumed; however, based on our findings, we can argue that curiosity may be the quality of movie trailers that most adequately can be used to affect motivation. A course movie trailer that is able to trigger curiosity may be able to affect students' intrinsic motivation to learn and make them identify with the course. However, the course movie trailer must, in our opinion, be related to the students' interests to trigger curiosity and, possibly, other positive emotions such as excitement and inspiration. Following Deci and Ryan's posit that curiosity is a significant motivator (Deci & Ryan, 1985), we have indications that lean slightly towards support for our hypothesis; however, more extensive experiments are necessary to support or disprove it. The lack of validity and reliability of our quasi-experiment makes it hard to verify our hypothesis. Also, some external factors, such as the teacher's sick leave, may also have affected the students' motivation. Skewness between the interests and personal goals between the groups may have impacted the results.

6.1   Future Research

This experiment can provide a foundation for future research to investigate the relationship between movie trailers and motivation. However, we have some ideas and suggestions that may be useful for future experiments, based on experiences from this experiment:

1. In this experiment, the trailer was produced based on assumptions, a case study and movie trailer theory. For future research, we suggest executing a "pre-trailer" survey that could provide information about the target group's interests before creating the trailer. As a result, the course movie trailer can correlate better to the students' interests. We assume that the better a course movie trailer is to trigger emotions the more credible the experiment is.

2. The promising results indicate a possible connection between course movie trailers and students' intrinsic motivation, with a focus on curiosity, which could be investigated further. The results of the experiment indicated that students can be affected by a course movie trailer, and curiosity seems to be the emotion that may be affected the most. It seems like a course movie trailer that is created as a contemporary movie trailer may have the same abilities to make people want to know more. Future research should focus on the movie trailers ability to trigger curiosity, and investigate how to make course movie trailers that trigger this positive emotion.

3. Future research should assess the effect of movie trailers for different types of courses and various areas of study, and the experiment would benefit from using larger groups of students. It can be tested at different courses at UiA and also at other universities in Norway.

4. A broader experiment should present course movie trailers that are both targeted at students' interests and not, to investigate the connection between interest, curiosity and intrinsic motivation.

5. The questionnaires used in this experiment can be narrowed down to cover essential data. This experiment has shown that some questions that was used did not provide useful information and could be omitted, while more in-depth questions about interest and curiosity could be added.

These are potential ideas that can push this experiment forward in the future. It would be interesting to see if our assumptions have been correct and if the hypothesis can be supported. A verified hypothesis would mean that this experiment has been a stepping stone for an intrinsically rewarding way of introducing courses at universities and might, in the long term, affect students' performances.

Appendix A

Interviews

E= Even
F= Franziska
C= Candidate

A.1   Interview 1

INTERVIEWEE: 3
INTERVIEWER: Even
DATE: 15.01.2019
DURATION: 6:52min
LOCATION: Future classroom

E: Kunne du tenke deg en jobb som inkluderer både spill og e-læring?

C: Ja

E: Er det noe som motiverer deg i dette kurset?

C: Ja, definitivt

E: Korte og greie svar

C: Ja [begge ler]

E: Kan du sammenligne motivasjonen din for dette kurset med de andre kursene på masteren?

C: [pause 3 sek] E-teaching. [pause 1 sek] Det er jo mye det samme på en måte som går igjen. [pause 3 sek] For min del så er det jo... Jeg har jo lyst til å undervise [pause 2 sek] Jeg vurderte jo lærer [pause 1 sek] men jeg har jo og vurdert sykepleier og arkitekt, så det er jo ikke det. Men det å formidle da. Ikke sant. Det er jo på en måte det som går igjen. Eemm. [pause 1 sek] Og det synes jeg er veldig spennende, da, med dette kurset. Og med E-teaching, at, det er jo det som liksom driver det. I alle fall for min del da. Digitale hjelpemidler for å formidle og undervise. Ser viktigheten av det mer og mer.

E: Og da tenker du at spill kan være en grei måte å formidle på?

C: Ja. Det tror jeg, men det er ikke før de seneste åra jeg har skjønt det.

E: Ja [bekreftende]. Når du tenker på kursintroduksjonen. Kan du nevne to ting som var negativt med den?

C: [tenker. pause 12 sek] Den var litt vanskelig altså. Jeg synes jo at den var bra. Det er jo det som egentlig er tingen. Jeg syntes det var en grei introduksjon. Eemm [pause 3 sek] Jeg ble jo litt overvelda i forhold til alle bøkene. [ler] det må jeg jo si. Og det at man plutselig skulle ha lest en bok som jeg skulle ønske jeg hadde fått vite om en måned før. Det er egentlig det som irriterer meg mest.

E: Ja. Mhm. Det neste spørsmålet er: Kan du nevne to ting som var positivt med kursintroduksjonen?

C: [pause 3 sek] Jeg synes det er fint hvordan de får fram en litt mer dialog-vennlighet. Jeg har jo hatt begge foreleserne i andre fag. Og da fikk jeg et helt annet inntrykk [ler godt]. Merker det at dette her en mer gøy. Samtidig som det er seriøst. Det er viktig. Eemm, så det tror jeg at det er litt mer [pause 1 sek] læring i det sosiale da. Det synes jeg var veldig bra. Også synes jeg selvfølgelig at introduksjonsfilmen var veldig bra. Man får jo et helt annet inntrykk av det enn når man leser om det på papir.

E: Mhm [bekreftende]

C: Selv om den ikke er veldig informativ, så får man et visst inntrykk, og det synes jeg er bra.

E: Ja [pause 3 sek]. Har du gjort deg noen tanker om et inntrykk av selve kurset?

C: [pause 3 sek] eemm, [pause 2 sek] Jeg tenker bare at det blir spennende.

E: Mhm [avventende]

C: Jeg kjenner at jeg har definitivt ikke forstått helt omfanget, og til hvilken dybde man inn, og hvor teoretisk det blir, bortsett fra at man skal lese en haug med bøker. [pause 1 sek] Jeg er jo da veldig interessert i pedagogikk, og det er jo på en måte noe av det jeg håper det blir lagt litt vekt på, samtidig som [pause 3 sek] ... hvordan gjør det da, hvordan lage spill, lage de tinga der. Så jeg håper bare å få mest mulig ut av det. Men jeg synes det er... jeg føler ikke jeg har forstått helt ... greia enda.

E: Nei [bekreftende]

C: Og det gjør jeg nok ikke før jeg er ferdig med det heller [ler] for å si det sånn.

E: Endret inntrykket av kurset seg etter kurs-introduksjonen?

C: Filmen og pratinga? Ja. Det gjorde det.

E: Kan du beskrive hvordan det endret seg?

C: Eemm [pause 3 sek] Man får jo et nytt inntrykk i forhold til det man har lest på nett. Eller man har kanskje hørt litt prat og sånn. Så følte jeg endelig at jeg fikk noe litt mer konkret. Litt mer [pause 1 sek] ja, visuelt. Nå vet jo ikke jeg hvor mye den filmen stemmer med det vi faktisk skal gjennom. SÅ det kan jeg ikke svare på. Men jeg ble jo gira. Ikke sant. Så jeg fikk jo veldig en... ja føler jeg fikk en positiv start, ehh. Hvor sann den opplevelsen var det vet jeg jo ikke før etterpå.

E: Ja, det gjenstår jo å se.

C: Ja det er jo egentlig det. Jeg ble gira. Jeg ble veldig sånn «YES, dette gleder jeg meg til». Jeg gjorde ikke det på samme måte da jeg leste det på nett [pause 3 sek] så det er bra.

E: Eemm [skal til å si noe, blir avbrutt]

C: Tror jeg. . . [ler høyt og livlig]

E: Ble du mer motivert av kurs-introduksjonen?

C: Ja. Det gjorde jeg.

INTERVIEWEE: 6
INTERVIEWER: Franziska
DATE: 15.01.2019
DURATION: 10:43min
LOCATION: Interaction lab

F: Kunne du tenke deg en jobb som inkluderer både spill og e-læring?

C: Jaa [nølende] for så vidt. Det virker jo som det er en del som kommer til å bli i fremtiden, så , ja.

F: Mhm [bekreftende]. Er det noe som motiverer deg i dette kurset?

C: Mmmm [nølende] Vanskelig å si men det virker jo spennende og interessant, egentlig.

F: Er det noe som motiverer deg i forhold til å kunne jobbe med dette.

C: Jeg kan vel si at det motiverer, men jeg synes det er mer fascinerende å vite litt om teorien bak og finne ut hvordan ting fungerer.

F: Mhm [bekreftende] Kan du sammenligne motivasjonen din for dette kurset med de andre kursene på masteren

C: Jaa [nølende] Det var vel litt mer sånn «wohoo, dette skal bli gøy. Vi skal ha det morsomt». Han var litt mer på å motivere enn at det bare var veldig mye informasjon på en gang, som det har vært tidligere. Det var litt sånn «nå skal vi ha det gøy»

F: Hvis du ser bare på de 2,5 minuttene Rune prata her inne. Syntes du det var god informasjon?

C: Ja, veldig mye god informasjon og, ja «Dette skal bli gøy»

F: Ja, ok, så generelt synes du at den var litt bedre, den introduksjonen her enn den du har fått?

C: Måtte bare ha vært masse tekst [uforståelig tale], og så må dere lese «dy dy dy dy dy» og så må dere gjøre sånn og sånn og sånn og så [uforståelig tale] [ler]

F: Ja, så du liker bedre å høre det i stedet for å lese selv?

C: Ja [nølende] for så vidt

F: Ja, ok. Når du tenker på kursintroduksjonen. Kan du nevne to ting som var negativt med den?

C: EEEmmm [ler] Det. Ikke som jeg kommer på. Eneste var vel at informasjonen kom litt seint på Canvas, at det ble åpna litt seint. Forstod at det ble lagt ut informasjon 2. januar, men fikk jo ikke tilgang på det før samme dagen vi begynte med kurset. Det hadde vært deilig å ha fått den informasjonen litt før.

F: Ok. Og med kursintroduksjonen. Hva følte du angående den?

C: Nei. Jeg følte egentlig at det var fin informasjon.

F: Så du har egentlig ikke noe negativt å si om eller?

C: Nei, ikke sånn presentasjonsmessig, eneste er vel det med Canvas informasjonen som kom litt seint før kurset starta.

F: Kan du nevne to ting som var positivt med den?

C: Emmm, han virker sånn veldig engasjert og greier. Hmm, og så virket han positiv, for det er mye gøyere å ha engasjerte professorer som også brenner for det. For da får man jo lyst til å lære mer. Og så virker det som at de kan stoffet sitt også veldig godt [pause 1 sek] [ler]. Føler dette var veldig like svar. Jeg kommer ikke på så mye mer.

F: Så, ehm, hvordan han gjorde det. Likte du måten han gjorde det på? Framføringsmåten?

C: Ja, jeg synes, eemm, det var veldig fin måte å gjøre det på.

F: Ja, men er det på samme måte som de andre lærerne har gjort det eller?

C: Nei, de har vel bare mer stått og skrivd og sånne ting på tavla. Og så på en måte liksom heller ha en «pet-talk» da hvis man kan kalle det det. Så det var sånn «ååå aaa, ok, kult»

F: Mhm, ok [bekreftende uten å helt ha skjønt svaret]. Eee, hvor er jeg nå. . . Kan du kort beskrive ditt inntrykk av kurset?

C: [ingen respons, 4 sekunder]

F: Så, ditt første inntrykk etter du fikk introduksjonen, den på 2 minutter.

C: [uforståelige ord] det virker som et fascinerende og interessant fag. Jeg er jo glad i å spille selv, og har en samboer som spiller mye. Og jeg har aldri liksom tekst over at man faktisk har. . . får utnytta gode kunnskaper med å kunne gjøre det. Har eventuelt lyst til å kunne jobbe med det videre. Eventuelt satse på. . . satse på det.

F: Ja [bekreftende]

C: Så virker det jo absolutt nyttig og veldig fascinerende [ler nervøst]

F: Ja, veldig bra. Så du har store forventninger til dette kurset her.

C: Ja, kan vel si det.

F: Endret inntrykket av kurset seg etter kurs-introduksjonen?

C: Ehh, ja [usikker], kan vel si det. Ble mye mer motivert.

F: Ja. Kan du beskrive hvordan det har endret seg?

C: Ehh, var vel mer at det ble mer motiverende når man kommer inn og har engasjerte forelesere og som tydelig virkelig brenner for det, enn at du bare kommer inn og, «ja, jeg har egentlig ikke lyst til å holde på med dere. Jeg skal forske selv», så er det mye gøyere å komme inn å bare «Jaaa, nå skal vi ha det gøy» [ler]

F: Gjorde kurs-introduksjonen deg mer motivert?

C: Ja

F: Ja det har du svart allerede. Det var alle spørsmålene. Er det noe mer du vil si om kurset eller introduksjonen?

C: Nei, ikke som jeg ikke har sagt, tror jeg [ler].

INTERVIEWEE: 9
INTERVIEWER: Franziska
DATE: 15.01.2019
DURATION: 6:36min
LOCATION: Interaction lab

F: Kunne du tenke deg en jobb som inkluderer både spill og e-læring?

C: Ja [overbevisende]

F: Hvorfor? Har du erfaring med spill. Har du erfaring med e-læring?

C: Har ikke erfaring med e-læring, men jeg har erfaring med spill [pause 2 sek] på teknisk nivå, kanskje. Så, har laget spill, men ikke pedagogisk og dypere enn det.

F: Ja. Var det grunnen til at du valgte dette studiet? Fordi du tenkte at dette høres interessant ut?

C: En av mange.

F: Ja, ok [bekreftende]. Er det det som motiverer deg i dette kurset?

C: Det at jeg har interesse?

F: Ja

C: Ja, absolutt.

F: Ja, ok. [bekreftende] Kan du sammenligne motivasjonen din for dette kurset med de andre kursene på masteren?

C: Mmm, [pause 2 sek], tenker du nå på Spill og E-læring, eller tenker du på Masteren?

F: Nå tenker jeg på kurset Spill og E-læring sammenlignet med Interaction Design og alle andre kurs du skal ha.

C: Det vet jeg ikke helt ennå da, for vi har kun hatt en time, så det vet jeg ikke helt ennå. Men jeg tror nok at det blir litt annerledes.

F: Ok, og hvis du bare tenker på... hvor mange kurs har dere dette semesteret? 3?

C: 3, ja.

F: Og hvis du bare tenker på kursintroduksjonen. Hvis du tenker på kursintroduksjonene du har fått hær og kursintroduksjonen du har fått i de to andre kursa.

C: Bedre forelesere enn i de andre [ler]. Det kan jeg si. Men, eh, ikke noe annerledes, egentlig.

F: Ok. Når du tenker på kursintroduksjonen. Kan du nevne to ting som var negativt med den?

C: [pause 1 sek], Negativt? [pause 3 sek] [ler] At rune sa at vi ikke fikk lov til å sitere bøker som vi har lasta ned fra nettet, fordi det er juks. Men, eh, nei...

F: Hvis du bare tenker på kursintroduksjonen. Du har sett filmen. Følte du det var negativt? Mangler du noe?

C: Mmm, nei. Filmen var ok den, emm, men, filmen i seg selv var ikke så mye mer informasjon enn det jeg visste. Var ikke akkurat motiverende.

F: Ok, mhm [bekreftende]. Når du tenker på kursintroduksjonen. Kan du nevne to ting som var positivt med den?

C: Eeemm, [pause 3 sek] hva skal jeg si? Emm, Mye informasjon om hva vi faktisk skal lære, og hva fokus er.

F: Hvis du bare tenker på filmen.

C: Mhm.

F: Bare tenk på filmen. To ting som var positivt med den. Følte du det var en ny måte å introdusere et kurs?

C: Jeg kunne tenke meg... altså vi så denne her sammen. Hvis den hadde vært lagt ut på Canvas før jeg gikk inn i timen, så ville det hatt en større effekt, tror jeg. For da hadde jeg sittet hjemme og da hadde det hatt en større personlig innvirkning, tror jeg. Men den var jo litt inspirerende da. Den var jo litt sånn fancy, kan du kalle det. Så , så ja det hjalp. Det løfta liksom inspirasjonen. Mhm, ja.

F: Ja. Ok [bekreftende]. Kan du kort beskrive ditt inntrykk av kurset? Emm, Basert på introduksjonen.

C: [pause 1 sek] Emm, bra. Men jeg kan si andre ting også kanskje? [ler]

F: Ja, gjerne [inviterende]

C: Ja, inspirerende

F: Mhm [avventende]

C: Det er kanskje bedre

F: Ja [avsluttende]. Endret inntrykket av kurset seg etter kurs-introduksjonen?

C: Emm. [pause 3 sek] Ja litt.

F: Ok [spørrende]. Kan du beskrive hvordan det endret seg? Eller hvorfor?

C: Eh, jeg fikk bedre forståelse for hva vi skal gjøre. Hva fokuset er. Så, når jeg kom inn, så var jeg ikke helt sikker på hva vi egentlig skal lære i det faget her, men når jeg gikk ut igjen så var jeg sikker på, ok det er det vi skal gjøre.

F: Og det var mer positivt enn negativt

C: Det var mer positivt. Ja, absolutt.

F: Ok. Gjorde kurs-introduksjonen deg mer motivert?

C: Eemm, [pause 2 sek] eh, jeg, ja.. Litt i hvert fall. [ler]

F: Mhm [bekreftende]

C: Jeg var ganske motivert fra før av. Så...

F: Ja

C: Men jeg tenker det hjelper å ha en ordentlig introduksjon, så, ja.

F: Ja. Så bra. Har de flere ting du vil si om videoen eller [blir avbrutt]

C: Bare det at... kanskje jeg skulle hatt den hjemme. At hvis jeg hadde sittet hjemme, og det hadde vært den første videoen jeg ser, og første jeg trykker på når jeg ser den. Det hadde hjulpet masse.

F: Då du ville gjerne lagt den inn i Canvas

C: For eksempel

F: På forsiden?

C: ja, hvis du tenker, på nettet, så... altså alle sjekker jo ett eller annet infor-
      masjon om kurset før du begynner det. I stedet for å måtte lese masse tekst
      og masse moduler, og så videre. En film er ti ganger bedre. Hvis du klarer
      liksom å oppsummere alt... Så, det er det eneste.

INTERVIEWEE: 16
INTERVIEWER: Franziska
DATE: 15.01.2019
DURATION: 6:12min
LOCATION: Interaction lab

F: Kunne du tenke deg en jobb som inkluderer både spill og e-læring?

C: Ja [ler]

F: Ja?

C: Jo [ler]

F: Ok. Er det noe som motiverer deg i dette kurset?

C: Eeeem [pause 3 sek] Så langt hvert fall så synes jeg at, eemm, at tema i seg selv, E-læring og spill, er spennende da, så, har jeg alltid vært interessert i spill personlig.

C: Ja?

F: Ja

C: Så muligheten å liksom kombinere en personlig interesse med multimedia som jeg har studert og e-læring som jeg har begynt på [pause 1 sek] å studere på Masteren er jo spennende. Ja [ler].

F: I kombinasjon med jobb senere, er det en motivasjon?

C: Det er ikke én spesiell jobb som jeg har bestemt meg for, at det har jeg lyst å bli, på en måte. Men det hadde [ler] ikke gjort noe å havne innenfor det feltet på en måte da.

F: Kan du sammenligne motivasjonen din for dette kurset med de andre kursene på masteren

C: [pause 3 sek] Eeemm, [pause 3 sek] ja [nølende]

F: Var introduksjonen på dette kurse spesiell bra i forhold til de andre?

C: Foreleseren var jo veldig engasjert da. Det syntes jeg. Og.. [pause 3 sek] Nei, den introduksjonen var kanskje litt bedre enn de andre jeg har. [pause 1 sek] Ja jeg tror jeg vil si det ja.

F: Ja, Ok [ler] Du kan også si at det var dårligere [begge ler]

C: Jaja

F: Hvis du synes det. Bare vær ærlig [ingen respons fra kandidaten]

F: Når du tenker på kursintroduksjonen. Kan du nevne to ting som var negativt med den?

C: [4 sek pause] eeemmm, [4 sek pause] Negativt med introduksjonen, eh, forrige gang, av faget?

F: Ja. Den 2-minutter lange introduksjonen da vi satt her.

C: Eeem, jeg tenkte ikke så mye over det egentlig, men [5 sek pause], det ble jo [pause 1 sek] siden det var en introduksjon, så dekker det jo ikke så mye men, jeg fikk jo et positivt inntrykk, men jeg fikk kanskje ikke såå inntrykk av hele [pause 1 sek] alt vi skal gjøre da [pause 1 sek] Hvor mye lesing det blir for

eksempel, som det virker som om det blir en del av. Men jeg vet ikke om jeg kan si at jeg er negativ til [utydelig]

F: Men syntes du at han manglet litt informasjon som du syntes kunne være bra å vite.

C: Det er jo sånn eeh. [pasue 2 sek]. Det kan hende at han hadde dekka det bedre, at jeg ikke fikk det helt med meg der og da, på en måte. Men kanskje litt da.

F: Når du tenker på kursintroduksjonen. Kan du nevne to ting som var positivt med den?

C: [5 sek pause] eemm, ja, [ler] utover det som jeg sa i sted, så, [4 sek pause]. Den solgte jo inn faget godt, syntes jeg da, som at vi skal ha mye om spill, og at det skal være gøy, snakka han om. Og det var jo motiverende at han var så engasjert for det og at, [4 sek pause] ahh. jeg synes det er vanskelig. [4 sek pause]

F: Du sa at han var motivert

C: Ja

F: Det syntes du var bra. Syntes du at han motiverte deg litt mer?

C: Ja

F: Kan du kort beskrive ditt inntrykk av kurset?

C: [5 sek pause] eemm,

F: Det kan være både negativt og positivt

C: Ja [3 sek pause], eemmm, jeg tror jo.. jeg tror det blir [2 sek pause] spennende og [2 sek pause] relevant og [3 sek pause] kanskje ganske krevende virker det som… på teorien liksom [2 sek pause] men [2 sek pause] ja, hehe. [2 sek pause] sånn [5 sek pause] Det er litt vanskelig å sette ord på det, bare, men ehh. Skal jeg si noe mer så tror jeg det blir i hvert fall gøy.

F: Nei, hvis det er alt, så er det alt.

C: Vi har jo ikke hatt noen ordentlige forelesninger ennå så det er jo litt [pause 1 sek] Men det er inntrykket jeg har nå i hvert fall.

F: Nei, nei, du skal jo bare forklare ditt inntrykk fra etter introduksjonen. Har du positivt inntrykk eller var det negativt?

C: Nei, det var veldig positivt

F: Det var veldig positivt [bekreftende]. Ok

F: Endret inntrykket av kurset seg etter kurs-introduksjonen? [2 sek pause]

F: Ja, nei? [spørrende]

C: Ja, det endra seg litt. Til det bedre.

F: Ok [bekreftende]

F: Kan du beskrive hvordan det endret seg? [4 sek pause]

C: Eemm

F: Eller hvorfor?

C: Ja, jeg hadde ikke så mye informasjon om faget fra før annet enn det som var på siden til UiA, tror jeg, fordi jeg ikke hadde fått tilgang til det Canvas-rommet på forhånd. Jeg var litt sånn [2 sek pause] nervøs for det, kanskje, for hvordan det skulle bli, og, og, introduksjonen [3 sek pause] gjorde ehh. Den gav et positivt inntrykk av faget, og det er jo motiverende for å begynne på det da [hehe].

F: Gjorde kurs-introduksjonen deg mer motivert?

C: Ja

F: Ja, ok [bekreftende].

F: Og kan du nevne en grunn, hvorfor?

C: [5 sek pause] Grunnen til at den gjorde meg mer motivert? [5 sek pause]

F: Noen spørsmål er vanskelige, ja

C: Ja [5 sek pause] Grunne til at introduksjonen i seg selv gjorde meg mer motivert [5 sek pause] Nei, jeg føler jeg bare sier det samme igjen og igjen nå på en måte

F: Ok

C: Eemm [5 sek pause] Men siden inntrykket av faget [3 sek pause] var så positivt, [5 sek pause] så , nei jeg vet ikke

F: Du vil altså si at motivasjonen var bedre etter introduksjonen, eller var den lik?

C: Eemm. Jeg syntes introduksjonen gjorde det mindre skummelt, siden førsteinntrykket av faget var positivt, så er det i hvert fall motiverende for å komme i gang med det, fordi fag som er litt sånn [3 sek pause] interessante og spennende og gøy å holde på med er jo de som er gøyest å [ler] holde på med da. Men jeg syntes det er vanskelig å spesifikt sette ord på hvorfor.

F: Har du noe mer du vil si om kurset generelt, eller om læreren eller dette eksperimentet.

C: Nei [ler]

A.2 Interview 2

INTERVIEWEE: 3
INTERVIEWER: Franziska
DATE: 20.03.2019
DURATION: 7:54min
LOCATION: Future classroom

F: Ser du fram til hovedoppgaven fra MM501? Hvorfor?

C: Nei!

F: Nei? Hvorfor ikke?

C: [Kandidat ler] Eemm eller det blir sikkert helt greit det. Men det var ikke helt det jeg har sett for meg med faget.

F: Ok [bekreftende]

C: Eller sånn. Jeg hadde kanskje trodd det var mer en praktisk oppgave med blanding av skriving og ikke bare en artikkel.

F: Mhh ja ok så du forventet litt annen hovedoppgave?

C: Ja

F: Ja. [bekreftende]

F: Hva er ditt inntrykk av kurset?

C: Eemmm, at foreleserne har veldig mye de har lyst å formidle, veldig mye kunnskap. Eeee, vi har vært veldig uheldig da i forhold til at Rune har vart syk og sånn ting. Eeee, jeg tror ikke vi har fått den undervisning vi egentlig burde hatt. Eeee, og det har slitt veldig med motivasjonen til hele klassen egentlig.

F: Mhh [bekreftende]

C: Eeee, men det er jo et bra fag. Jeg synes det er kjempeinteressant. Jeg føler jeg har lært noe.

F: Mhhh [bekreftende]

C: Men det at vi skal bare sitte og lese masse bøker også skal vi diskutere boka i fem minutter før vi begynner å snakke om det i timen. Det kjenner både jeg og klassen at det var skikkelig waste.

F: Mhhh. ok [bekreftende]

C: Vi hadde midtveisevaluering i går så [kandidat ler] så det var litt sånn [pause 1 sek] ja.

F: Ja, ja, ok [bekreftende]

F: Emmm Hvilken del av teorien var mest interessant og hvorfor?

C: Mmm, jeg synes psykologien rund det er veldig interessant.

F: Mhhh, mener du teorien om motivasjon og alt det?

C: Jaaa, og hvordan folk tenker.

F: Mhh, mhh [bekreftende]

C: Eeee, Hvorfor tenker vi sånn, hva trigger oss. De tinger synes jeg er kjempeinteressant.

F: Mhhh

C: Samtidig som de praktiske [pause 1 sek] altså spill-elementer og hvorfor spill, holdt jeg på å si, eller games da.

F: Ja [bekreftende]

C: Ja, og de tingene rund det.

F: Mhhh [bekreftende]

F: Føler du at oppgavene du har fått er greie å jobbe med?

C: Mmmm ja, både og. Sånn diskusjons-ting er jo litt sånn. [pause 2 sek] Det hadde vi kanskje trodd vi skulle gjøre mer i timen en på Canvas. Emm, men sånn at vi lager spill er jo kjempegøy.

F: Måtte dere diskutere i Canvas?

C: Ja

F: Ahja [pause 3 sek] helle klassen eller i gruppen?

C: Hele klassen

F: Ok med Rune eller uten?

C: Eeeee ja han har vel gått inn og skrev en kommentar men det var vel egentlig plassen. Han skrev litt sånn: «Her kan dere diskutere Homo Ludens.» [pause 2 sek] Men jeg trodde vi skal gjør det i timen egentlig. Og for oss..., ok vi sitter med en viss kunnskap men det er litt lettere når du har en, ikke sant, som kommer in og drar samtalen litt og diskusjonen i riktig retning da.

F: Mhhh, mhhh, ja [bekreftende]

F: Hvordan føler du at kurset går? [pause 2 sek] Har du kontroll?

C: Eee [pause 3 sek] nei. [pause 1 sek] [usikkerhet] Jeg har egentlig ikke det. [pause 2 sek] føler jeg. Eller sånn. Jeg vet at det var de bøkene vi kanskje skulle lest, men jeg har aldri visst helt når vi skulle lese de eller hva vi skulle lese av de og sånne ting. Eee, også er det måte den artikkelen. Eeee, det er litt sånn merkelig greie egentlig. [pause 1 sek] litt uoversiktlig.

F: Har du lært noe som du tror du vil få bruk for i framtiden?

C: Ja, det har jeg.

F: Noe spesielt? [begge ler]

C: Emmm, det handler jo litt om. Hvis vi skal lage apper da for eksempel eller opplæringskurs hvor det hele faget eller hele studiet går ut på, eee så tror jeg det er mye å hente men jeg skulle ønske at jeg hadde fått en enda dypere forståelse, eller at vi har gått enda mer inni det. Men jeg synes personlig at det er vanskelig å sitte og lese en bok.

F: Mhhh [bekreftende]

C: Det er ikke derfor jeg går her på en måte. Jeg vil ha undervisningen. Det er godt å høre at noen andre har på en måte tygget litt på pensum holdt jeg på å si. Eeee og det var og det vi ble fortalt og. Joooo dere må komme i forelesning. Jeg og Rune skal diskutere de temaer vi kommer til å lære masse og vi skal snakke med dem og, ikke sant. Men vi har jo nesten ikke har hat det.

F: Mhhh [bekreftende]

C: Og det er litt kjipt på måte. Men likevel så jeg det at der er mange ting som jeg har fått plukka opp. Eeee, har sett et litt av og forstått litt av. Eemm og det vil jeg selvfølgelig tar med videre. Også ting som har med spill å gjøre.

F: Ok [bekreftende]

C: På måte spillmekanismer også hvorfor vi tenker sånn og de ting.

F: Vil du si at du har blitt mer eller mindre interessert i temaet e-læring og spill?

C: Eeee, jeg vil jo si at jeg er mer interessert.

F: Mhhh [bekreftende]

C: Samtidig som jeg føler ikke jeg har fått ut av faget det jeg skulle ønske jeg hadde fått. Føler kanskje jeg har fått en 5. del av det jeg hadde trodd.

F: Ja [bekreftende]

C: Og det er veldig kjedelig. Selv om jeg er motivert til å jobbe mer med det og jeg synes det er kjempe interessant.

F: Jeg skjønner det.

F: Kan du fortsatt tenke deg å jobbe med e-læring og spill?

C: Ja mhhhh [bekreftende]

F: Ok [bekreftende]

F: Føler du at du kan jobbe selvstendig i dette faget?

C: Eeee jaaaa [nølende] for så vidt. Tenker du på skolearbeid eller senere?

F: Nei, med skolearbeid.

C: Jaaaa, det er jo bare lese de bøkene [pause 3 sek] det er jo liksom det. Men som sagt er det lettere når man kan komme til skolen og diskutere det. På måte. Få litt struktur på det.

F: Ja

C: Fordi noen av bøkene er ganske tunge. [pause 5 sek]

F: I forhold til alle andre fag dette semesteret, hvor mye tid bruker du på e-læring og spill?

C: Mhhh [pause 7 sek] godt spørsmål. Timer eller prosent liksom?

F: Begge deler

C: I begynnelsen brukte jeg ganske mye tid.

F: Mhhh [bekreftende]

C: Veldig mye tid. Eeee men så dalte motivasjonen veldig egentlig. Plutselig så var det ingen forelesning på grunnen av sykefravær eller det var sånn halvveis men i begynnelsen brukte jeg veldig mye tid men det gjør jeg ikke nå.

F: Tror du det hadde vært bedre hvis Rune ikke var syk?

C: Ja, jeg håper jo det [kandidat ler] Så er jo litt sånn kjedelig at det var sånn da. Det er ikke så lett men jeg tror og på en måta hadde de vært flinkere til å strukturere timene og vi hadde kanskje, -nå snakker jeg for hele klassen her for vi snakka om det her i går, ehh men hadde vi fått en bedre oversikt så er det lettere å følge med. Og liksom nå diskuterer vi det tema og det har vi jo

gjort på en måte det er så det er litt flytende og svevende og litt vanskelig når vi skal skrive en artikkel etterpå da. [kandidat ler]

F: Ja

C: Kan man si.

F: Ja, ok. Det var siste spørsmål.

INTERVIEWEE: 6
INTERVIEWER: Franziska
DATE: 20.03.2019
DURATION: 7:41min
LOCATION: Future classroom

F: Ser du fram til hovedoppgaven fra MM501? Hvorfor?

C: Hmm litt. Men... Jeg er veldig usikker på hva jeg skal skrive om.

F: Mhhh, ja [bekreftende]

C: Hva er ditt inntrykk av kurset?

C: Første inntrykk var «Yey det blir gøy» og nå er mitt intrykk «shit det var mye
       å lese» som jeg følte vi ikke fikk så mye informasjon om. At det var sånn, ja
       nå skal dere lese da, og så er det fint om dere leser dette her, men så kan du
       ikke bruke kildene fra den. Og de var sånn «Ja, ok mennnn hva kan jeg bruke
       da?»

F: Ok

C: [kandidat ler]

F: Emmm Hvilken del av teorien var mest interessant og hvorfor?

C: [pause 3 sek] Eeee jeg synes jo det å gamifisere hverdags-ting i grunn er litt
       interessant å se selv hvordan det motiverer.

F: Syntes du delen av Christian eller delen av Rune var mer interessant?

C: Ehhh det blir vel Rune. [pause 4 sek]

F: Ja ok så den teoretiske delen var mer interessant?

C: Ja, mhh [pause 6 sek] Men Christian sin del er jo interessant og fascinerende
       også.

F: Ja [bekreftende]

C: Men jeg synes egentlig begge like interessante

F: Ok [bekreftende]

C: Men jeg skulle ønske det var litt mer system «Ok, dere skulle har lest de og
       de sidene til den og den timen» Isteden for å bare sånn «Nå skal dere har lest
       alt på 2 uker» og det er jo ganske tøft.

F: Mhhh, ja [Franziska ler]

F: Føler du at oppgavene du har fått er greie å jobbe med?

C: Ja!

F: Jeg har hørt at dere hadde bare en skriftlig oppgave?

C: Ja, vi har hatt en skriftlig oppgave. Også er vel den neste en skriftlig oppgave
       og. Også har vi laget et spill. Det er det vi har gjort.

F: Så pensum av oppgaver var bra?

C: Ja, for så vidt. [Begge ler] [pause 2 sek]

F: Hvordan føler du at kurset går? [pause 2 sek] Har du kontroll?

C: Eeeeeh ja, nei [nølende] skulle litt som likte hva en del skal lese. At det var litt mer strukturert. «Ok, nå skal dere lese de og de for å vare forbered for den og den time så jeg kan vare med i diskusjonen.

F: Mhhh [bekreftende]

C: Jeg har for så vidt mest Rune eller Rune og Christian som prater sammen også skjer litt diskusjon men ikke så mye.

F: Ok, så du følte at dere var ikke inkludert i diskusjonen?

C: Jo, det gjør de, men jeg skulle gjerne likt og visst at jeg burde lest den boka og den boka. Jeg skulle ønske det var mer sånn: «Til neste uke skulle dere har lest den boka også skal dere lese de og de kapitlene». Men det er jo ikke det. Emmm for så vidt så er det «bare les»

F: Ok, så der var alt med en gang.

C: Ja! [kandidat ler]

F: Ok

F: Har du lært noe som du tror du vil få bruk for i framtiden?

C: Jaaa, jeg kan vel si det.

F: Mhhh, var det noe spesielt?

C: Eeee, det hverdags kjedelige ting er mye gøyere når man gamifiserer de litt. Jeg har fått med en venninne nå og samboren min på å ha sukkershock når vi skal minne oss på å ikke spise sukker og det har vi gamifisert litt og det funker det.

F: Ja, så kult. [kandidat ler] Det er veldig bra hvis man kan bruke teorien i praksisen.

C: Jeg tenkte at det er fint å videre tenke det til den oppgave vi har senere.

F: Mhhh, ja [bekreftende]

C: Nå, som jeg holder på meg er det kanskje lettere, vet ikke. [kandidat ler]

F: Vil du si at du har blitt mer eller mindre interessert i temaet e-læring og spill?

C: Jeg kan vel si at jeg har blitt litt mer interessert men det er veldig mye lesing.

F: I forhold til Januar og nå?

C: Ja. Litt men det er også litt demotiverende. Jeg er ikke så veldig motivert å lese. Så jeg også sier at jeg var ikke så flink til å lese.

F: Kan du fortsatt tenke deg til å jobbe med e-læring og spill?

F: Du sa på første intervju at du kan tenkte deg å jobbe med e-læring og spill.

C: Ja, jeg kan fortsatt tenke meg det. Men jeg har også lyst på en jobb som kan være litt mer [pause 2 sek] fleksibel og litt mer spredt.

F: Ja

C: [removed due to privacy reasons]

F: Hææ, mmm, ok hvor er vi nå? Eeee, ja spørsmål 9.

F: Føler du at du kan jobbe selvstendig i dette faget?

C: Emmm, ja for så vidt. Men det er også veldig greit å kunne diskutere med noen andre for eventuelt videreutvikle ideer fordi det er veldig mange som har gode ideer. Så jeg synes det er veldig fint å ha kommunikasjon med noen andre også selv om vi møtes veldig sjelden nå. Jeg vet i hvert fall som på måte klager litt på muligheter for å møtes mer. Sånn at vi beholder det sosiale livet i stedet for å sitte hjemme foran pc og bare skriver.

F: Ja, emmm

F: I forhold til alle andre fag dette semesteret, hvor mye tid bruker du på e-læring og spill?

C: Jeg skulle har brukt mer [kandidat ler] men jeg bruker om trent like mye tid som jeg gjør med de andre. [pause 2 sek]. Nå krever jo Internettjenester litt mer fordi jeg er ikke så flink å programmere. [begge ler] Eeee man ja, jeg er flink til å lese. Men ofte så er det så lett å gjør ting som er litt mer interessant. Men jeg har en dag i uka hvor jeg ta helt fri.

F: Men da føler du ikke at du bruker mer eller mindre tid på 501?

C: Nei, det er likt

INTERVIEWEE: 9
INTERVIEWER: Franziska
DATE: 20.03.2019
DURATION: 9:19min
LOCATION: Future classroom

F: Ser du fram til hovedoppgaven fra MM501? Hvorfor?

C: Ja!

F: Ja? Hvorfor?

C: Eeeee [pause 4 sek]

F: har du funnet et tema allerede?

C: Jeg har lært mye. Mye av det blir interessant å gå videre på. Liksom eee for meg selv da. Lære noe nytt fra det jeg har allerede lært, noe jeg gleder meg til.

F: Mhhh

F: Hva er ditt inntrykk av kurset?

C: Ok

F: [Franziska ler] Hvorfor ok?

C: Et problem nå var at Rune har blitt syk for en periode også hadde vi veldig liten forelesning så det har vært veldig individuelt på en måte.

F: Mhhh

C: Men i forhold til litteratur og sånn så har det vært veldig interessant og delvis relevant.

F: Mhhh

F: Hvilken del av teorien var mest interessant og hvorfor?

C: Emmm det var et vanskelig spørsmål. [kandidat ler] Motivasjonsteorien tror jeg eller motivasjonsteorien som vi har vært innom. [pause 2 sek] Emmm, mest for det at jeg føler at det kan brukes i flere sammenhengen ikke bare e-learning. Det kan man bukes i alt mulig rart i form av emm. I forhold til andre felte da. Så jeg føler at der er noe relevant som jeg kan ta meg videre.

F: Ja [bekreftende]

F: Føler du at oppgavene du har fått er greie å jobbe med? [pause 3 sek]

C: Ja! Jeg synes det har vært helt greit. Jeg synes det var en bra måte det har fungert med lab oppgaver. Vi har veldig spesifikke lab oppgaver etter en forelesning. Det har vært bra. Men vi har hat litt lite forelesninger da men det som jeg har hatt har vært veldig bra.

F: Ja, mhhh

C: Eller så var det veldig litte oppgaver som obligatorisk oppgaver

F: Ja [pause 2 sek]

C: Det kunne har vært mer, kanskje, eller litt mer sånn prosjekt type greier og den første vi hadde med Christian i games hvor vi skulle lage sånt brettspill, det var kjempe bra. Jeg følte oppgaven var formulert sånn at jeg kunne bruke teorien i forhold til ider. Så det var bra.

F: Ja [bekreftende]

F: Hvordan føler du at kurset går? Har du kontroll?

C: Ja, ikke noe mer eller mindre en det jeg har i andre ting. Eee, [pause 2 sek] men eee jo jeg føler jeg har kontroll delvis.

F: Ja, føler du at Christian og Rune kontrollerer kurset?

C: Litt blanding kanskje. Emmm [pause 3 sek] Jeg synes vi skulle hat den del med Christian litt lengere kanskje. Det følte jeg.

F: Prosjektarbeid?

C: Jeg bare tenke på selve emne. Vi hadde games i 3 uker eller sånt nå, også vi over med Rune og litt mer motivasjonsteorien egentlig. Emm [pause 4 sek] jeg vet ikke hvor mye tid man kan bruke med det men jeg synes det var veldig gøy. Så jeg skulle ønske vi kunne hat mer av det.

F: Ja, ok. Så vil du sier at du ønsker deg mer praktiske oppgaver isteden for teorien?

C: Emm, ja men teorien er jo viktig. Jeg skulle ønske det men jeg ser grunn at man ikke har det.

F: Har du lært noe som du tror du vil få bruk for i framtiden?

C: Ja!

F: Noe spesielt?

C: Det som jeg nevnte tidligere. Det var det med motivasjon. Litt forskjellige motivasjonsteoriene. Emmm [pause 3 sek] Ja. Det er litt vanskelig og sie som direkte hva, men em [pause 4 sek] jeg vil sier det at jeg føler i hvert fall at det er noe jeg kan ta videre.

F: Mhh [bekreftende]

F: Vil du si at du har blitt mer eller mindre interessert i temaet e-læring og spill?

C: Verken eller. Jeg er mest interessert i spill generelt Eller jeg vil sier mer kanskje. Fordi nå ser jeg litt tyngre bakgrunn på hva spill er og hva du kan bruke dette faget til liksom. Så jeg vil sier litt mer men ikke veldig mye mer.

F: Kan du fortsatt tenke deg til å jobbe med e-læring og spill?

C: Ja!

F: Ja?

C: Er det noe spesifikk to tenke på liksom? Det er litt vanskelig å vite direkte. Feltet i seg selv på måte er jo ekstremt nytt. Så det er litt vanskelig å si men ja jeg kunne tenkt meg det. I hvert fall brukt kompetansen som jeg har lært her. Det kommer jeg til å ta videre med uansett. Så svarer jeg ja men hvis jeg ende på et annet sted så tar jeg det fortsatt med meg. Skjønner du?

F: Ja, mhh [bekreftende] Så du føler at det du har lært her kan du bruke til forskjellige typer jobb?

C: Ja, jeg kan bruke det hvis jeg vil for eksempel holde interesse til noe.

F: Føler du at du kan jobbe selvstendig i dette faget?

C: Ja, [pause 4 sek] hva mener du egentlig med selvstendig?

F: Emm, vi har jo allerede pratet litt om det i kontroll spørsmål. Med selvstendig så mener jeg: føler du at Rune og Christian har veldig mye kontroll over faget eller kan du jobbe mye selvstendig.

C: Skjønner! [bekreftende] Nei, jeg føler at jeg kan jobbe ganske selvstendig.

F: Hmmm [bekreftende]

C: A, absolutt. Det vil jeg si.

F: Da er vi allerede på siste spørsmål.

F: I forhold til alle andre fag dette semesteret, hvor mye tid bruker du på e-læring og spill?

C: Sånt antall timer?

F: Ja, hvis du kan sier antall timer så er det bra.

C: Generelt så vill jeg ikke sier at jeg bruke veldig mye tid på det. Det er veldig mye lesning. Men du har ikke lyst til å lese det samme flere ganger. Emmm [pause 3 sek] jeg skulle ønske det var mer praktiske ting

F: Ja, ja [bekreftende]

F: For, så vidt så gjør jeg mindre men det har noe å gjøre med mine interesser føler jeg. Ja, Jeg vil sier det jeg jobbe mindre med det her en med de to andre fager da.

INTERVIEWEE: 16
INTERVIEWER: Franziska
DATE: 20.03.2019
DURATION: 11:01min
LOCATION: Future classroom

F: Ser du fram til hovedoppgaven fra MM501? Hvorfor?

C: Emm, ja men jeg har ikke helt bestemt hva jeg skal skrive om enda. [pause 2 sek] Så [pause 5 sek] det blir litt stress for å komme i gang på måte.

C: Mhhh

C: Men eee jeg tror det blir interessant, ja, ja.

F: Hva er ditt inntrykk av kurset?

C: Jeg synes fortsatt at det er veldig spennende og eeeem [pause 4 sek] inntrykket var positivt i hvert fall. [pause 5 sek] det er joooo eeem. Jeg må tenke litt.

F: Det går bra. Hvis du sier at inntrykket var positivt, hva i faget var positivt. Kan du nevne noe spesielt?

C: Fagområde i seg selv er veldig interessant og passer til mine personlige interesser da. Eeeem så synes jeg så langt at det meste av pensum eller eeem faglitteraturen er veldig bra skrevet. I hvert fall noen av de var veldig gøy å lese. Det var nesten sånn at jeg kunne har lest det på egen hånd holdt jeg på å si. Også var det noen av de som var litt mer tungt da. Emmm, så er det kanskje [pause 8 sek] emmm det er litt vanskelig å sette ord på det.

F: Ja, [pause 3 sek] vi kan også komme tilbake til dette spørsmål etterpå.

F: Emmm Hvilken del av teorien var mest interessant og hvorfor?

C: Til nå så må jeg vel si enden gamification og seriouse games eller motivasjonsteori.

F: Ja, gamification med Rune?

C: Ja, det har vel mest vart med Rune. Med Christian har vi lært om spill design og hvordan man lage spill.

F: Føler du at oppgavene du har fått er greie å jobbe med? [pause 3 sek]

F: For eksempel spillet dere har lagt eller skriftlige oppgaver dere har fått, eller diskusjonene og sånn ting?

C: Jeg synes diskusjonene og de små skriver oppgaver vi har hat med Rune har vart de beste for min del egentlig. Jeg fikk det ikke så bra til den oppgaven når vi skulle lage spill, dessverre. Men eee jeg vet ikke hvis jeg har kommet litt mer i gang med så har det nok vært interessant den og. Oppgaven var bra i seg selv.

F: Mhhh, ja [bekreftende]

F: Hvordan føler du at kurset går? Har du kontroll?

C: Eeeeeh ja, nei [nølende] ikke helt kanskje [kandidat ler]. Det er kanskje litt vanskelig å vite [pause 4 sek] hvordan vi skulle lagt an holdt jeg på å si med tanke på å få lest alle bøker på pensumlisten og satt meg in i alle temaer på måte. Akkurat nå har jeg ikke helt den oversikten jeg trenger tror jeg for å skrive artikkelen.

F: Ja, ja. Føler du at du må lese litt mer eller føler du at du mangler informasjon fra læreren?

C: Mmmm, nei det er mest at jeg må lese mer tror jeg.

F: Ok, så du gir deg litt egen skyld at du har ikke nok kunnskap for å skrive artikkelen?

C: Ja, ja! Det vil jeg si

F: Mhhh

F: Har du lært noe som du tror du vil få bruk for i framtiden?

C: Jaaa, det tror jeg Absolut. Emmm [pause 3 sek] vi har jo hat emm. Skal jeg si noe spesifikt.

F: Ja, veldig gjerne. Hvis du har noe spesifikt.

C: Emmm jeg tror i hvert fall så motivasjonsteorien det går jo på psykologi og hvordan mennesker fungerer og jeg tror man kan bruke litt av det nesten uansett hva man gjør på en måte. Gamification og sånn er jo veldig [pause 3 sek]. Jeg tror ikke at man må jobbe med det for å se nytten av det men eeee jeg tro man kan bruke ganske mye av det.

F: Vil du sir at du har blitt mer eller mindre interessert i temaet e-læring og spill? [pause 6 sek]

F: Har kurset fornedret din interesse i e-læring og spill?

C: Ja, men ja jeg var interessert fra starten av men ja.

F: Er du fortsatt interessert?

C: Ja, kanskje litt mer.

F: Litt mer, ok mhhh [bekreftende]

F: Kan du fortsatt tenke deg til å jobbe med e-læring og spill?

F: På første intervju sa du at du er interessert å jobbe med e-læring og spill

C: Ja jeg kan fortsatt gjerne tenke meg det.

F: Føler du at du kan jobbe selvstendig i dette faget?

C: Mmmm ja! Men jeg hadde jo egentlig satt pris på mer samarbeidsoppgaver da tror jeg. Men jeg jeg føler jeg kan det og. [kandidat ler]

F: Føler du at du kan selvstendig bestemme med hva du vil jobb med? For eksempel hvilken bok du har lyst til å lese eller hvilken temaet du vil velge. Eller føler du at Christian og Rune vil ha kontroll.

C: Emmm, det vart litt både og egentlig tror jeg litt av begge deler. Det kommer jo på måte litt bak det at vi ikke ha noen leseplan som sier til den tiden må vi har lest det og det og sånn. Men jeg føler at jeg kunne gå ganske fram som jeg vil da. Vi hadde jo noen oppgaver som vi måtte gjøre til en fast tid. Jeg vil sier at jeg kan velge det selv.

F: Da er vi på siste spørsmål. I forhold til alle andre fag dette semesteret, hvor
       mye tid bruker du på e-læring og spill?

C: Ja, emmm jeg vet ikke helt. Jeg tror ikke jeg har noe fast timetall per uke.

F: Det holder hvis du kan si om du bruker like mye tid på alle fager eller om du
       fokusere litt mer på et fag?

C: Emmm, jeg tror det har vart ganske likt fordelt på de tre. [pause 4 sek] Ja jeg
       tror det. Ganske likt fordelt. Vi har tre fag.

F: Ja, ok. Tusen takk for intervjuet.

Appendix B

Result details

B.1 Survey 1

Demography, Age:
Age 20-24: Test group = 3, Control group = 3
Age 25-29: Test group = 4, Control group = 3
Age 30-34: Test group = 1, Control group = 1
Age 35+: Test group = 0, Control group = 2

Demography, Gender:
Test group: 3 female and 5 male participants
Control group: 5 female and 3 male participants

Survey 1, part 1, question 6 "How important do you think this course's content is for you?":
Test Group: N = 8, mean = 5.750, SD = 1.035, Minimum = 4, Maximum = 7
Control group: N = 8, mean = 5.250, SD = 0.886, Minimum = 4, Maximum = 7

Survey 1, part 1, question 10 "How interested are you in learning about game history?":
Test Group: N = 8, mean = 5.875, SD = 1.246, Minimum = 4, Maximum = 7
Control group: N = 8, mean = 5.375, SD = 1.188, Minimum = 3, Maximum = 6

Survey 1, part 1, question 11 "How interested are you in learning about game design?":
Test Group: N = 8, mean = 6.750, SD = 0.4629, Minimum = 6, Maximum = 7
Control group: N = 8, mean = 5.750, SD = 0.886, Minimum = 4, Maximum = 7

Survey 1, part 1, question 12 "How interested are you in learning about motivation and engagement?":
Test Group: N = 8, mean = 6.000, SD = 0.926, Minimum = 5, Maximum = 7
Control group: N = 8, mean = 5.500, SD = 1.195, Minimum = 3, Maximum = 7

Survey 1, part 1, question 13: "Do you feel that this course fits you and your interests?":
Test Group: N = 8, mean = 6.250, SD = 0.7071, Minimum = 5, Maximum = 7
Control group: N = 8, mean = 5.250, SD = 1.035, Minimum = 4, Maximum = 7

Survey 1, part 1, question 14: "Would you like to create games as a full-time job?":
Test Group: N = 8, Yes = 2, Maybe = 6, No = 0
Control group: N = 8, Yes = 1, Maybe = 4, No = 3

Survey 1, part 1, question 15: "How engaging do you feel digital games are in general?":
Test Group: N = 8, mean = 6.375, SD = 0.7440, Minimum = 5, Maximum = 7
Control group: N = 8, mean = 5.875, SD = 0.8345, Minimum = 5, Maximum = 7

Survey 1, part 1, question 16: "How engaging do you feel board games are in general?":
Test Group: N = 8, mean = 4.500, SD = 1.512, Minimum = 3, Maximum = 7
Control group: N = 8, mean = 5.375, SD = 0.9161, Minimum = 4, Maximum = 7

Survey 1, part 1, question 23: "How curious are you about E-learning and Games?":
Test Group: N = 8, mean = 6.125, SD = 0.6409, Minimum = 5, Maximum = 7
Control group: N = 8, mean = 5.500, SD = 1.414, Minimum = 3, Maximum = 7

Survey 1, part 2, question 31 "Did the course introduction make you more curious about E-learning and Games?":
Test Group: N = 8, more curious = 6 , equally curious = 2, less curious = 0
Control group: N = 8, more curious = 3, equally curious = 4, less curious = 1

Survey 1, part 2, question 33 "Has the introduction affected your expectations in a positive way?":
Test Group: N = 8, mean = 4.375, SD = 1.996, Minimum = 1, Maximum = 7
Control group: N = 8, mean = 5.500, SD = 1.690, Minimum = 2, Maximum = 7

Survey 1, part 2, question 34 "Are you more excited to take this course after the course introduction?":
Test Group: N = 8, More excited = 6, Equally excited = 2, Less excited = 0
Control group: N = 8, More excited = 4, Equally excited = 4, Less excited = 0

B.2   Bachelor Survey

Question 1 "How interested are you in taking the Master in Multimedia and Educational Technology?":
Result: N = 19, mean = 5.263, SD = 1.195, Minimum = 3, Maximum = 7

Question 2 "Did the trailer make you more curious about E-learning and Games?":
Result: N = 19, "Yes, a lot" = 2, "Yes, somewhat" = 12, "No difference" = 4, "Less" = 1

Question 3 "How inspiring was the E-learning and Games trailer?":
Result: N = 19, mean = 4.474, SD = 1.429, Minimum = 1, Maximum = 7

Question 4 "How informative was the E-learning and Games trailer?":
Result: N = 19, mean = 3.842, SD = 1.344, Minimum = 2, Maximum = 6

Question 5 "How interesting was the E-learning and Games trailer?":
Result: N = 19, mean = 4.842, SD = 1.344, Minimum = 2, Maximum = 7

Question 7 "How interested are you in games?":
Result: N = 19, mean = 5.789, SD = 1.718, Minimum = 2, Maximum = 7

Question 8 "How interested are you in taking the Master in Multimedia and Educational Technology?":
Result: N = 19, mean = 5.579, SD = 1.216, Minimum = 3, Maximum = 7

Question 9 "How exciting was the E-learning and Games trailer?":
Result: N = 19, mean = 4.684, SD = 1.250, Minimum = 2, Maximum = 6

B.3   Survey 2

Demography, Age:
Age 20-24: Test group = 1, Control group = 3
Age 25-29: Test group = 4, Control group = 1
Age 30-34: Test group = 1, Control group = 1
Age 35+: Test group = 0, Control group = 2

Demography, Gender:
Test group: 2 female and 4 male participants
Control group: 4 female and 3 male participants

Survey 2, question 2 "So far, has the course met your expectations?":
Test Group: N = 6, Yes = 0, Somewhat = 5, No = 1
Control group: N = 7, Yes = 0, Somewhat = 7, No = 0

Survey 2, question 3 "Has the course made you curious and eager to learn more about e-learning and games?":
Test Group: N = 6, Yes = 5, Somewhat = 1, No = 0
Control group: N = 7, Yes = 3, Somewhat = 4, No = 0

Survey 2, question 4 "How interested are you in the topic game design":
Test Group: N = 6, mean = 5.333, SD = 1.366, Minimum = 3, Maximum = 7
Control group: N = 7, mean = 5.000, SD = 0.5774, Minimum = 4, Maximum = 6

Survey 2, question 5 "How interested are you in the topic game history":
Test Group: N = 6, mean = 5.000, SD = 1.414, Minimum = 3, Maximum = 7
Control group: N = 7, mean = 4.571, SD = 0.534, Minimum = 4, Maximum = 5

Survey 2, question 6 "How interested are you in the topic motivation and engagement":
Test Group: N = 6, mean = 5.667, SD = 1.033, Minimum = 4, Maximum = 7
Control group: N = 7, mean = 5.714, SD = 0.488, Minimum = 5, Maximum = 6

Survey 2, question 7 "Would you like to create games as a full-time job?":
Test Group: N = 6, Yes = 2, Maybe= 3, No = 1
Control group: N = 7, Yes = 0, Maybe= 5, No = 2

Custom AMS28 in fig. B.1 and B.2

	IM- to know		IM- accomplish		IM- stimul	
	Test Group	Control Group	Test Group	Control Group	Test Group	Control Group
Valid	6	7	6	7	6	7
Missing	0	0	0	0	0	0
Mean	5.667	4.786	4.958	4.786	3.667	4.143
Std. Deviation	0.6646	0.9835	1.030	0.6836	1.393	1.224
Minimum	4.500	3.000	3.250	3.750	1.000	1.500
Maximum	6.250	6.000	6.250	5.500	4.750	5.000

FIGURE B.1: T-test intrinsic motivation

	EM- identified		EM- introject		EM- ext reg		Amotivation	
	Test Group	Control Group	Test Group	Control Group	Test Group	Control Group	Test Group	Control Group
Valid	6	7	6	7	6	7	6	7
Missing	0	0	0	0	0	0	0	0
Mean	5.125	4.321	3.625	3.821	4.583	4.214	2.708	2.821
Std. Deviation	0.8178	0.5722	1.022	0.8626	0.8898	0.4432	0.3680	0.8128
Minimum	3.750	3.500	2.500	3.000	3.250	3.750	2.250	1.500
Maximum	6.250	5.250	5.000	5.500	5.500	5.000	3.250	4.250

FIGURE B.2: T-test extrinsic motivation and amotivation

Differences between the groups per category:

IM - to know
Test Group: N = 6, mean = 5.667, SD = 0.665, Minimum = 4.50, Maximum = 6.25
Control group: N = 7, mean = 4.786, SD = 0.984, Minimum = 3.00, Maximum = 6.00

IM - to accomplish
Test Group: N = 6, mean = 4.958, SD = 1.030, Minimum = 3.25, Maximum = 6.25
Control group: N = 7, mean = 4.786, SD = 0.683, Minimum = 3.75, Maximum = 5.50

IM - to experience stimulation
Test Group: N = 6, mean = 3.667, SD = 1.393, Minimum = 1.00, Maximum = 4.75
Control group: N = 7, mean = 4.143, SD = 1.224, Minimum = 1.50, Maximum = 5.00

EM - identified
Test Group: N = 6, mean = 5.125, SD = 0.818, Minimum = 3.75, Maximum = 6.25
Control group: N = 7, mean = 4.321, SD = 1.022, Minimum = 2.50, Maximum = 5.00

EM - introjected
Test Group: N = 6, mean = 3.625, SD = 1.022, Minimum = 2.50, Maximum = 5.00
Control group: N = 7, mean = 3.821, SD = 0.863, Minimum = 3.00, Maximum = 5.50

EM - external regulation
Test Group: N = 6, mean = 4.583, SD = 0.890, Minimum = 3.25, Maximum = 5.50
Control group: N = 7, mean = 4.214, SD = 0.443, Minimum = 3.75, Maximum = 5.00

Amotivation
Test Group: N = 6, mean = 2.708, SD = 0.368, Minimum = 2.25, Maximum = 3.25
Control group: N = 7, mean = 2.821, SD = 0.813, Minimum = 1.50, Maximum = 4.25

Appendix C

Study of Movie Trailers

We watched some trailers to study their properties, qualities and use of audio-visual elements. A detailed overview of the trailer study is available here:
https://docs.google.com/spreadsheets/d/17g9-YUzUkGp-SreD5I8iyycXNlL9nMBGRIDwIN7TV_U/edit?usp=sharing

C.1   Terms Used in the Case Study

The terms are from online Evenant courses:
https://courses.evenant.com

Narrative: Voice-over that is not part of the dialogue. May not be present in the movie/game. May also be characters thinking (loud).

Dialogue: Spoken by character in the film/movie. Most likely present in the movie/game.

Standard trailer sound effects: Standard, because they are sounds we have heard several times before. Boom (energetic, dramatic, low-frequency and reverb-heavy single hits), Braam (powerful long sounds for suspense and thrills), Downers (falling pitch, used for transitions), Drone/Atmosphere (ambient background sounds, for suspension and mood building), Hit (powerful short percussion hits), Riser (sound that increases in volume or pitch or both), Whoosh (used for transitions and with hits).

Special trailer sound effects: Sounds that are most likely custom made for the trailer. Orchestral: music made mainly with instruments found in an orchestra (for example

John Williams, Star Wars)

Hybrid orchestral: combination of computer generates sounds and orchestral sounds (for example Hans Zimmer, Inception)

Feeling/mood: Our feelings, description of mood and emotions. Not a scientific variable.

Informative messages: text about filmmakers, title, release date, credits, and similar.

Explaining messages: text that describes what you may not understand by watching the film clips.

Clips per second: this number is found by dividing the number of different clips by the number of seconds the trailer lasts. The clips may not be unique. Logos and text scenes are also included.

BPM: the music's beats per minute. Approx. value.
High: over 140, Medium/High: 120-139, Medium: 90-119, Low/Medium: 80-99, Low: below 80

C.2   Some Common Properties Found

Audio, non-music: Narrative, Dialogue, Sound Effects (booms, braams, downers, drones, risers, whooshes) Some high-budget trailers use unique, rare, or non-traditional sounds as a marker sound; sounds that will make the viewers remember the trailer. "...you need to create something that is truly memorable and instantly recognizable" (Andersen, 2016). Most movie trailers tend to use, in our experience, well established and commonly used sound effects to follow and enhance the visual effects. (Boekaerts, 2009)

Audio, music: The BPM is not much different between the genres, with an average of Medium to Medium/High (90 - 139 beats per minute)

Visual, message: informative and describing texts (information to the viewer, mainly persuasive, promotional or engaging)

Visual, film: clips from the movie or of the main character(s), logos, special effects

Clips per second: the number of clips or cuts per second varies depending on the type of trailer. Trailers for action movies and thrillers tend to have a higher rate than trailers for drama and fantasy movies. The difference between genres of films is not important for this research at this time, but it may indicate different property values depending on the movie's target group. The case study indicates that contemporary movie trailers in general have a very high clips-per-second-rate

Appendix D

Clips Used for the Course Movie Trailer

Most Youtube videos used in the trailer was, when downloaded, licensed as CC (Creative Commons) -
https://support.google.com/youtube/answer/2797468?hl=en

Video clips that are not licensed as CC, are used in accordance with the guidelines of fair use for educational purposes.

"Educational purposes" are: - non-commercial instruction or curriculum-based teaching by educators to students at nonprofit educational institutions - planned non-commercial study or investigation directed toward making a contribution to a field of knowledge, or - presentation of research findings at noncommercial peer conferences, workshops, or seminars.
https://fairuse.stanford.edu/overview/academic-and-educational-permissions/non-coursepack/

D.1   YouTube Clips Used

Dark Souls III - Opening Cinematic Trailer PS4, XB1, PC:
https://www.youtube.com/watch?v=_zDZYrIUgKE&t=15s

HIDDEN AGENDA Gameplay Walkthrough Part 1 - Trapper Killer (PS4 Pro Let's Play Commentary):
https://www.youtube.com/watch?v=3detkk5-yV0&t=275s (Fair use)

War Gaming with Wargaming Playing a Tabletop Tanks Game:
https://www.youtube.com/watch?v=egr669GU8IE&t=317s

The Sims 4 Walkthrough Gameplay Part 1 - MOVING IN (Let's Play Playthrough):
https://www.youtube.com/watch?v=fSacQZtONMw&t=113s

(World Record) 103 Obi-Wan Kenobi Gameplay/Killstreak - Star Wars Battlefront 2:
https://www.youtube.com/watch?v=mdAIfVFbNDU&t=2s

Grand Theft Auto V (GTA 5) Gameplay Walkthrough Part 3 Repossession XBOX 360 PS3 PS4 [Full HD]:

https://www.youtube.com/watch?v=JiFE3E9Cqwk&t=667s (Fair Use)

Altiplano Review - with Tom Vasel:

https://www.youtube.com/watch?v=XySsDEMKuVc&t=552s (Fair Use)

VOTE New Character Creation Anarchy-WoW:

https://www.youtube.com/watch?v=xJrErvUlIp8&t=45s

Let's Play - LS19 Felsbrunn - HD 020 Weizenernte abgeschlossen:

https://www.youtube.com/watch?v=fb4d08S-8m8

Outside Play Ground Fun in Gulliver 's World Theme Park Huge Slide and Ball Pit:

https://www.youtube.com/watch?v=xsYLeAqJegA

Dopes Smuggling - Board Game Show (Bonus Video):

https://www.youtube.com/watch?v=ozwAJTPSSx4&t=2028s (Fair use)

The Elder Scrolls IV Oblivion - Opening Cinematic [HD]:

https://www.youtube.com/watch?v=JGhlg4JqvQw (Fair Use)

Skyrim - Intro PC version in Ultra settings (1920x1080):

https://www.youtube.com/watch?v=vsRA5BG3N8E&t=376s (Fair Use)

Tzolk'in - Full Rules Video:

https://www.youtube.com/watch?v=Big_gfU4JF8

Sports Edition - Trendsport Schach:

https://www.youtube.com/watch?v=r_qOH2sl-qQ

JTFP / JTFO | Herbstfinale 2017 Tag 1 - Fussball Paralympics:

https://www.youtube.com/watch?v=9m5l5W9qc48

Fortnite: Battle Royal Experiment | mit Controller in PC-Lobby | Cranket:

https://www.youtube.com/watch?v=HRLs3o4LFRY

Appendix E

Surveys

The following pages show the three quantitative surveys for the bachelor and master students.

E.1   Survey 1, Part 1

E-LEARNING AND GAMES

This survey will be anonymous. Your candidate number is not connected to your personal information, and is only used to distinct between groups of participating students.

Read the questions carefully before answering them.

*Required

Part 1

In the first part of this survey we will ask you general questions about your previous experiences, your motivation and your expectations of the E-learning and Games course.

1. **Candidate number** *

   _____

2. **Gender** *
   Mark only one oval.

   ( ) Female

   ( ) Male

   ( ) Other

3. **Age** *
   Mark only one oval.

   ( ) 20-24

   ( ) 25-29

   ( ) 30-34

   ( ) 35+

4. **How much previous knowledge do you have about the concept of e-learning and games?** *
   Mark only one oval.

	1	2	3	4	5	6	7	
none	( )	( )	( )	( )	( )	( )	( )	a lot

5. **Have you chosen this course or is it part of your obligatory course plan?** *
   Mark only one oval.

   ( ) I have chosen it

   ( ) It is part of my obligatory course plan

6. **How important do you think this course's content is for you?** *

Mark only one oval.

	1	2	3	4	5	6	7	
not important	◯	◯	◯	◯	◯	◯	◯	very important

7. **Do you think learning, in general, can be improved by adding game mechanics?** *

Mark only one oval.

- ◯ Yes
- ◯ Sometimes
- ◯ No

8. **Do you have any experience with games and learning as a pupil/student?** *

Mark only one oval.

- ◯ A lot of experience
- ◯ Some experience
- ◯ None experience

9. **How motivated are you to take this course?** *

Mark only one oval.

	1	2	3	4	5	6	7	
not motivated	◯	◯	◯	◯	◯	◯	◯	highly motivated

10. **How interested are you in learning about game history?** *

Mark only one oval.

	1	2	3	4	5	6	7	
low motivation	◯	◯	◯	◯	◯	◯	◯	high motivation

11. **How interested are you in learning about game design?** *

Mark only one oval.

	1	2	3	4	5	6	7	
low motivation	◯	◯	◯	◯	◯	◯	◯	high motivation

12. **How interested are you in learning about motivation and engagement?** *

Mark only one oval.

	1	2	3	4	5	6	7	
not really motivated	◯	◯	◯	◯	◯	◯	◯	really motivated

13. Do you feel that this course fits you and your interests? *

Mark only one oval.

	1	2	3	4	5	6	7	
no, not really	◯	◯	◯	◯	◯	◯	◯	yes, absolutely

14. Would you like to create games as a full-time job? *

Mark only one oval.

◯ Yes

◯ Maybe

◯ No

15. How engaging do you feel digital games are in general? *

Mark only one oval.

	1	2	3	4	5	6	7	
not really enganging	◯	◯	◯	◯	◯	◯	◯	very enganging

16. How engaging do you feel board games are in general? *

Mark only one oval.

	1	2	3	4	5	6	7	
not really enganging	◯	◯	◯	◯	◯	◯	◯	very enganging

17. Are the facilities well suited for this course (lab, classroom)? *

Mark only one oval.

◯ Yes

◯ Partly

◯ No

18. How high are your expectations to the course? *

Mark only one oval.

	1	2	3	4	5	6	7	
very low	◯	◯	◯	◯	◯	◯	◯	very high

19. Do you think you will enjoy learning about e-learning and games? *

Mark only one oval.

	1	2	3	4	5	6	7	
no, not at all	◯	◯	◯	◯	◯	◯	◯	yes, very much

20. **How do you expect the level of difficulty of the course to be?** *

Mark only one oval.

	1	2	3	4	5	6	7	
really easy	◯	◯	◯	◯	◯	◯	◯	really hard

21. **Have you read the course introduction in Canvas for this course?** *

Mark only one oval.

	1	2	3	4	5	6	7	
not funny	◯	◯	◯	◯	◯	◯	◯	really funny

22. **How interesting do you expect this course to be?** *

Mark only one oval.

	1	2	3	4	5	6	7	
not interresting	◯	◯	◯	◯	◯	◯	◯	really interesting

23. **How curios are you about e-learning and games?** *

Mark only one oval.

	1	2	3	4	5	6	7	
not curios	◯	◯	◯	◯	◯	◯	◯	really curios

24. **How informative you think the course is?** *

Mark only one oval.

	1	2	3	4	5	6	7	
not really informative	◯	◯	◯	◯	◯	◯	◯	really informative

25. **How well do you want to perform in this course?** *

Mark only one oval.

	1	2	3	4	5	6	7	
low performance	◯	◯	◯	◯	◯	◯	◯	high performance

26. **How technical competent do you think you must be in this course?** *

Mark only one oval.

	1	2	3	4	5	6	7	
very little	◯	◯	◯	◯	◯	◯	◯	highly competent

27. **How theory-heavy do you think this course is?** *
    Mark only one oval.

	1	2	3	4	5	6	7	
light	◯	◯	◯	◯	◯	◯	◯	very heavy

28. **How high are your expectations to the teacher?** *
    Mark only one oval.

	1	2	3	4	5	6	7	
very low	◯	◯	◯	◯	◯	◯	◯	very high

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E.2 Survey 1, Part 2

-

Part 2

Part 2 contains solely questions about the course introduction of e-learning and games.

29. **Candidate number** *

_____

30. **How necessary do you think it is to have a course introduction?** *
Mark only one oval.

	1	2	3	4	5	6	7	
not necessary	◯	◯	◯	◯	◯	◯	◯	really necessary

31. **Did the course introduction make you more curious about E-learning and Games?** *
Mark only one oval.

◯ Yes

◯ The same

◯ No

32. **Did the course introduction increase your internal motivation?** *
Mark only one oval.

	1	2	3	4	5	6	7	
no, not at all	◯	◯	◯	◯	◯	◯	◯	yes, really

33. **Has the introduction affected your expectations in a positive way?** *
Mark only one oval.

	1	2	3	4	5	6	7	
no, not at all	◯	◯	◯	◯	◯	◯	◯	yes, really

34. **Are you more excited to take this course after the course introduction?** *
Mark only one oval.

◯ Yes

◯ The same

◯ No

.
.
.

What were your impressions and emotions when you followed this course introduction?

With the help of the following adjectives please describe your opinion about the course introduction. The closer you place the point on the right side, the more you agree with the right adjective, the further you place the point on the left side, the more you agree with the left adjective.

35. *

Mark only one oval.

	1	2	3	4	5	6	7	
bad	◯	◯	◯	◯	◯	◯	◯	good

36. *

Mark only one oval.

	1	2	3	4	5	6	7	
passive	◯	◯	◯	◯	◯	◯	◯	active

37. *

Mark only one oval.

	1	2	3	4	5	6	7	
unmotivative	◯	◯	◯	◯	◯	◯	◯	motivative

38. *

Mark only one oval.

	1	2	3	4	5	6	7	
uncreative	◯	◯	◯	◯	◯	◯	◯	creative

39. *

Mark only one oval.

	1	2	3	4	5	6	7	
strange	◯	◯	◯	◯	◯	◯	◯	familiar

40. *

Mark only one oval.

	1	2	3	4	5	6	7	
meaningless	◯	◯	◯	◯	◯	◯	◯	meaningful

41. *
Mark only one oval.

	1	2	3	4	5	6	7	
old	◯	◯	◯	◯	◯	◯	◯	modern

42. *
Mark only one oval.

	1	2	3	4	5	6	7	
informal	◯	◯	◯	◯	◯	◯	◯	formal

43. *
Mark only one oval.

	1	2	3	4	5	6	7	
boring	◯	◯	◯	◯	◯	◯	◯	fun

44. *
Mark only one oval.

	1	2	3	4	5	6	7	
useless	◯	◯	◯	◯	◯	◯	◯	useful

45. *
Mark only one oval.

	1	2	3	4	5	6	7	
unstructured	◯	◯	◯	◯	◯	◯	◯	structured

46. *
Mark only one oval.

	1	2	3	4	5	6	7	
conventional	◯	◯	◯	◯	◯	◯	◯	inventive

47. *
Mark only one oval.

	1	2	3	4	5	6	7	
stressful	◯	◯	◯	◯	◯	◯	◯	engaging

48. *****
Mark only one oval.

	1	2	3	4	5	6	7	
unsatisfying	◯	◯	◯	◯	◯	◯	◯	satisfying

49. *****
Mark only one oval.

	1	2	3	4	5	6	7	
irrelevant	◯	◯	◯	◯	◯	◯	◯	relevant

50. *****
Mark only one oval.

	1	2	3	4	5	6	7	
confusing	◯	◯	◯	◯	◯	◯	◯	stimulating

51. *****
Mark only one oval.

	1	2	3	4	5	6	7	
disagreeable	◯	◯	◯	◯	◯	◯	◯	enjoyable

E.3   Survey 2

Please answer the following questions
*Required

1. **Candidate number:** *

   _____

2. **In the first survey (in January), which group were you part of?** *
   Mark only one oval.

   ◯ Rune's (in the Interaction lab)

   ◯ Christian's (in the Future classroom)

   ◯ I wasn't there

3. **So far, has the course met your expectations?** *
   Mark only one oval.

   ◯ Yes

   ◯ somewhat

   ◯ No

4. **Has the course made you curious and eager to learn more about E-learning and games?** *
   Mark only one oval.

   ◯ Yes

   ◯ somewhat

   ◯ No

How interested are you in the following topics:

5. **Game design** *
   Mark only one oval.

	1	2	3	4	5	6	7	
Not interested	◯	◯	◯	◯	◯	◯	◯	Very interested

6. **Game history** *
   Mark only one oval.

	1	2	3	4	5	6	7	
Not interested	◯	◯	◯	◯	◯	◯	◯	Very interested

7. **Motivation and engagement** *
Mark only one oval.

	1	2	3	4	5	6	7	
Not interested	◯	◯	◯	◯	◯	◯	◯	Very interested

8. **Would you like to create games as a full-time job?** *
Mark only one oval.

◯ Yes

◯ Maybe

◯ No

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E.4 Survey 2, Custom AMS-28

What is your impression of the course E-learning and Games?

This survey will be anonymous. The results will be used for our Masters thesis only. Read the questions carefully before answering them.

*Required

Explanation

Does not correspond at all		Corresponds a little		Corresponds moderately		Corresponds a lot		Corresponds exactly
1	2	3	4	5	6	7

1. **This course will help me to find a high-paying job later on.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

2. **I find it pleasurable and satisfying studying this course and learning new things.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

3. **This course will help me better prepare for the career I have chosen.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

4. **I experience intense feelings when I am communicating my own ideas in the class.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

5. **Honestly, I don't know; I really feel that I am wasting my time in this course.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

6. **I experience pleasure when I understand connections between E-learning and games.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

7. **This course is just something I must do to complete my master's degree.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

8. **This course can make me get a prestigious job later on.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

9. **I experience pleasure when I discover new things about the use of games.** *
   Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

10. **This course will enable me to enter the job market in a field that I like.** *
    Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

11. **I experience pleasure when I read the course literature.** *
    Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

12. **I had a good impression of this course; however, now I wonder whether I should continue.**
*

Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

13. **I experience pleasure when I feel that I have accomplished well in this course's tasks.** *

Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

14. **The fact that I learn about E-learning and games makes me feel important.** *

Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

15. **When I'm done with this course, I can finally enjoy my summer vacation.** *

Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

16. **I experience pleasure in broadening my knowledge about topics of E-learning and games.**
*

Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

17. **This course will help me make a better choice regarding my career orientation.** *

Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

18. **I experience pleasure when I read others' research of games and learning.** *

Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

19. **I can't see why I need this course and frankly, I couldn't care less.** *
Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

20. **I feel satisfaction when I am in the process of accomplishing difficult assignments in this course.** *
Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

21. **Completing this course successfully will prove that I am an intelligent person.** *
Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

22. **Few people have this knowledge. It will provide a better salary.** *
Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

23. **This course allows me to learn about many things that interest me.** *
Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

24. **I believe that these few months of attending this course will improve my competence for use in the master's thesis.** *
Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

25. **I experience a "high" feeling while reading about interesting subjects of E-learning and games.** *
Mark only one oval.

1	2	3	4	5	6	7
◯	◯	◯	◯	◯	◯	◯

26. **I don't know; I can't understand what I am doing in this course.** *
Mark only one oval.

	1	2	3	4	5	6	7
	○	○	○	○	○	○	○

27. **This course allows me to experience a personal satisfaction in my quest for excellence in my studies.** *
Mark only one oval.

	1	2	3	4	5	6	7
	○	○	○	○	○	○	○

28. **This course makes me want to show myself that I can succeed in my studies.** *
Mark only one oval.

	1	2	3	4	5	6	7
	○	○	○	○	○	○	○

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AMS-28 Key:

IM - To know = 2, 9, 16, 23

IM - Towards accomplishment = 3, 13, 20, 27

IM - To experience stimulation = 4, 11, 18, 25

EM - Identified = 3, 10, 17, 24

EM - Introjected = 7, 14, 21, 28

EM - External regulation = 1, 8, 15, 22

Amotivation = 5, 12, 19, 26

(Vallerand et al., 1992)

E.5   Bachelor Survey

Part 1

This survey will be anonymous. The results will be used for our Masters thesis. Read the questions carefully before answering them.

*Required

1. **Gender** *
   Mark only one oval.

   ◯ Female

   ◯ Male

   ◯ Other

2. **Age** *
   Mark only one oval.

   ◯ 20-24

   ◯ 25-29

   ◯ 30-34

   ◯ 35+

3. **How interested are you in taking the Master in Multimedia and Educational Technology?** *
   Mark only one oval.

	1	2	3	4	5	6	7	
not interested (I'm here for the pizza)	◯	◯	◯	◯	◯	◯	◯	highly interested

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Part 2

This survey will be anonymous. The results will be used for our Masters thesis. Read the questions carefully before answering them.

*Required

1. **Did the trailer make you more curious about E-learning and Games?** *
   Mark only one oval.

   ( ) Yes, a lot more curious

   ( ) Yes, somewhat more curious

   ( ) No, no difference

   ( ) No, it made me less curious

2. **How inspiring was the E-learning and Games trailer?** *
   Mark only one oval.

	1	2	3	4	5	6	7	
Not inspiring	( )	( )	( )	( )	( )	( )	( )	Very inspiring

3. **How informative was the E-learning and Games trailer?** *
   Mark only one oval.

	1	2	3	4	5	6	7	
Not informative	( )	( )	( )	( )	( )	( )	( )	Very informative

4. **How interesting was the E-learning and Games trailer?** *
   Mark only one oval.

	1	2	3	4	5	6	7	
Not interesting	( )	( )	( )	( )	( )	( )	( )	Very interesting

5. **How emotional was the E-learning and Games trailer?** *
   Mark only one oval.

	1	2	3	4	5	6	7	
Not emotional (I did not feel anything!)	( )	( )	( )	( )	( )	( )	( )	Highly emotional (Where's the Kleenex?)

6. **How interested are you in games?** *
Mark only one oval.

	1	2	3	4	5	6	7	
I do not like games!	◯	◯	◯	◯	◯	◯	◯	I love games!

7. **How interested are you in taking the Master in Multimedia and Educational Technology?** *
Mark only one oval.

	1	2	3	4	5	6	7	
not interested (I'm here for the pizza)	◯	◯	◯	◯	◯	◯	◯	highly interested

8. **How exciting was the E-learning and Games trailer?** *
Mark only one oval.

	1	2	3	4	5	6	7	
boring	◯	◯	◯	◯	◯	◯	◯	really exciting

Appendix F

Participants

	Survey 1	Interview 1
Total	16 participants	4 participants (2 male & 2 female)
Test group, n = 8 (watched trailer)	8 participants	2 participants (1 male & 1 female)
Control group, n = 8 (did not watch trailer)	8 participants	2 participants (1 male & 1 female)

	Survey 2	Interview 2
Total	13 participants	4 participants (2 male & 2 female)
Test group, n = 6 (watched trailer)	6 participants	2 participants (1 male & 1 female)
Control group, n = 7 (did not watch trailer)	7 participants	2 participants (1 male & 1 female)

	Bachelor Survey
Test group, n = 19	19 Participants

FIGURE F.1: Participants

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