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Supporting And Scaffolding Your Students In (Post) Corona-Times: Some Practical Ideas And Strategies Inspired By Research

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ABSTRACT
Student and teacher cooperation have long been considered to be the pillars of a meaningful learning process. In the article below we view some aspects of motivating students and empowering teachers that may be relevant for a balanced study process in such cooperation.

MOTIVATIONAL ASPECTS AND CHALLENGING STUDENT NEEDS

INTRODUCTION

In professional discourse, a focus shift from methodological aspects to supporting students´ life skills, as well as providing tools for them when facing problems, can be noticed. Teachers are partners in development and related aspects of personality and life of students are becoming part of the learning environment cooperation.

Also students with problems, supporting a healthy student psychology and their good (problem) management skills as well as general life skills are often discussed. The increased attention devoted to these areas goes hand in hand with the overall trends in society that focus more on the individual and a good balance between one´s professional life and individual independence. It may also be caused by a greater recognition of and alertness to some problematic issues students may face, constant influence of on-line life, etc.

Clearly, the need for such discussions and trainings reflects the necessities of life. The inclusive classroom means that teachers need to be ready to accommodate for students with different backgrounds, needs and problems. This encourages teachers to gain new knowledge and skills to keep their students´ attention and to ensure the students are *with you* both mentally and physically. Also, to be able to see an individual with their special background, wishes, and needs in each student

The diversified classroom has also brought about the issues relating to students who may have even more serious worries or problems. For a long time, the so-called *difficult students* were in some systems viewed as merely a "disturbing factor" in the teaching process. The norm was the obedient, diligent student, who – preferably – had also always done their homework. Today, the educational systems are more ready to acknowledge the diversity of students. This brings about an increased understanding towards their needs, and ways for better enticing them into the learning process. This takes special skills as well as some good teaching "tricks". Below, we sum up some of the more typical areas of difficulty coupled with some possible solutions.

SOME PRACTICAL IDEAS ON HOW TO RAISE YOUR STUDENTS´ MOTIVATION

Below some simple ideas to make the learning process more enjoyable and efficient will be discussed. It includes both practical ideas and more general views on learning and education.

Clear framework of content and time: sign-posting with timing and goals

The feedback we collect regularly from our students, illustrates that they highly appreciate it if, in addition to learning the *subject* per se, the teacher supports their learning skills and framework. This includes giving them some clear *sign-posts* of where we are in the progress, and what else we are going to cover, what they are expected to do and by when. Although all this data is clearly given and negotiated in the initial discussions at course starts and in course plans, the gradual pointing out of how we are moving towards these *goals*, including the students´ views in shaping and reframing the planning, gives them the necessary compass and self-analysis skills in their navigation through the programme.

In the current Corona-influenced world, when on-line work is taking over many regular classes, such clear teacher guidance and signposting may be more important than ever. Not only does it give the students a clear "roadmap" for how to progress along the course, but it also can provide them with some extra motivation, when they see that the course or programme at hand is "doable". Short motivating video-clips introducing the course structure, goals as well as sign-posting on course progression, on a weekly or fortnight basis, can fulfil the function of regular teacher classroom feedback in the on-line mode.

Also, the discussion on *why* we are learning certain things, what is their application in real life, and how students can make the most of the new knowledge, serves as good motivation. Furthermore, the discussions on learning styles, methods and techniques and tricks developed by the students themselves can work wonders in supporting students in their learning. Again, the on-line learning environment can very well be used for eliciting student thoughts on this and inviting them to post – thus inspiring others and analysing-enhancing their own progress – in a special online forum for this function. The bonus for this can also be that then the goals and progression through achievement steps will be visionalised, also with dates – thus providing them with a kind of "log-book" of their own and group progression throughout the course and content, as well as their personal and academic goals.

Leave some space/ Not too much pressure

At the same time, such potential guidance should avoid exerting pressure on students. Oftentimes, the study programmes dictate that teachers must accommodate for "covering" a certain "portion of material" by a certain date. While a certain amount of such planning is inevitable for meaningful progression, time should be allotted for consolidating the material and for students to "ruminate" on the issues in order to integrate it better. Too much effort, and forceful introduction of the teacher´s or study plan´s agenda may do rather harm than good also according to psychologists. Referring to Lieberman et al. (2002) Wood and M. Quinn (In Forgas 2005 : 66) write:

"/.../ responses that are produced through the associative system feel voluntary, uncontrollable, and easy, while responses that are intended feel voluntary, controllable, and somewhat effortful".

It is especially important not to overload students with too many intricate tasks, but rather focus on easily manageable "chunks" of assignments in the on-line mode. We must bear in mind that oftentimes there are several subjects taught on-line and that in order to keep the fun and success factor of your subject alive, the managing and progression through the course with the help of rationally portioned intake materials may prove most valuable. Success motivates. Smaller portions make it easier.

Variety vs habitual processes

A well-balanced structure, and negotiating the goals and options with students strikes a good balance if also the *habitual vs novel* activities vary. In addition to a used routine and clear structure, fun activities and novel approaches, now and then, clearly influences the motivation in a positive way. In the on-line mode this can be achieved with relevant short videos on the topic, on-line quizzes or polls, and other similar possibilities.

Bringing in some variety to the learning process can also have positive effects on a deeper psychological level. Forgas 2005: 64-65 states "Habit performance also has implications for people´s emotional experiences". Research has proved that "people experienced less intense emotions when performing habits than nonhabits", and that this was "apparent with both positive and negative emotions" (ibid.). Wood and Quinn (in Forgas 2005: 64) point out that this coincides with Frijda´s (1988: 353) *laws of emotion*: "continued pleasures wear off, continued hardships lose their poignancy". Wood and M. Qinn (in Forgas 2005: 64) conclude:

> *"people adapt psychologically and physiologically to emotion-inducing aspects of repeated actions in stable contexts in a way that reduces emotional intensity".*

Too much routine can numb the excitement in the process, and thus have an adverse influence on, we suggest – *inter alia* - learning. Wood and M. Qinn (in Forgas 2005: 64) refer to Mandler´s (1975) *theory of mind and emotion*, according to which

> *"emotions arise when the interruption of one´s plans and organised behaviour sequences generates arousal and initiates an interpretation of the interruption that implicates certain emotion."*

Wood and M. Qinn (ibid.) also stress that "nonhabitual behaviours are plausibly more likely to be associated with emotions". I suggest that introducing variety and thus enhancing positive emotions, including the senses of the student, can help students conceptualise and memorise the learning materials better. This may involve learning through experiencing, different games and novel activities. Often they are bored by traditional group-work methods, thus fresh ideas and completely different turns in activity serve well to increase engagement. Research confirms that when performing habitual actions, peoples´ " emotions are likely to be linked to their thoughts rather than their behaviour" (ibid.). Furthermore, I suppose, without emotions, the mind may switch away from both the content and meaning of learning. In case of students with problems, the other concerns in life may "take over" the thinking. And the thoughts, in their turn, can start influencing the attitudes towards the subject, school in general, and also make students "get stuck" in developing certain interpretations of the world and processes. Psychologists support this view:

> *" Because habits require minimal explicit thought, people are able to entertain unrelated concerns, and the intruding thoughts may themselves be highly emotionally charged. /.../ In contrast, the emotions associated with nonhabitual behaviours emerged primarily from action". (ibid.)*

Thus, unusual settings and tasks, novel approaches to the learning situations can help avoid not only routine, but also thoughts lingering away in a totally different direction.

How to bring in variety and change in the on-line learning situation, in addition to the suggestions we made above? Why not change the environment? In classroom teaching we can use "open-air learning" as an exchange and stimulator in the learning process. In the on-line situation we can equally well give them a free lesson (or week), during which they can deal with the course subject or their individual progress or project work related to the course – totally free from the course limits, routine of logging in, etc. Also going outdoors and exploring the real world can easily be built in into the tasks for that week – both the teacher as well as the students can suggest creative ideas which truly motivate them. Such a "break" in routine usually works wonders when consolidating old material, motivating one to do more and more efficiently – and set new goals, as they see both themselves, and the process a little bit "from aside".

Furthermore, one should not be afraid of giving the students completely "assignment free" lessons to enable them to revise, develop or just visualise their progress. Like in the well known *fable* with the analogy of filling a jar with big hard rocks – there are only so many big hard rocks that fit into the jar. But knowledge entails also small ones, sand, and maybe also air – which all have to find their place in that jar (the student´s mind & knowledge of the subject). Let´s give them this.

Variety and space can also teach them to form new habits, and neglect old ones. Furthermore, the new approaches and habits can foster students´self belief and belief in their capacity. Research shows, that people do not usually associate their *self* with their habits. Also, they are usually not especially aware of their habits as these seem to run on an "autopilot".

Wood and M. Qinn (in Forgas 2005: 64) point out that in everyday life, "people do not see themselves as responsible for everyday habits", and they may also be less proud for achievements which they make as a result of such activities. At the same time, it is difficult to change old habits, and the authors point out that e.g. also examples of people successfully changing for a healthy lifestyle or losing weight due to new training habits, may have multiple starts and false-starts, before they finally reach the routine.

Novices and newcomers

Another area that may help us to support our students better is understanding their experience and role *viz a viz* the novelty of the situation and context they are in. Be it a new high-school, university or studies abroad – the seemingly routine or simple processes for the "locals" in the (organisation) culture may completely confuse a newcomer. Sometimes teachers forget this, although explanations and support might be welcome.

For new students in high-school or university, the novice-related aspects may be highly relevant. Thus, let us briefly review some good advice given on this by some leading experts in the field.

Brophy (2004) has written a well-structured book *Motivating Students to Learn*, which can be recommended to any teacher looking for scaffolding in this area. Brophy (2004:43) points out that novices (and in my view this relates to any new context) need some time to get accustomed to the environment:

> *"They are legitimate members of the community, but their participation is peripheral because they mostly watch, listen, and carry out beginner-level aspects of the community´s activities under the supervision of mentors. As they gain expertise, their social roles change and they move from peripheral towards more central forms of participation".*

I suggest that this may often be forgotten at e.g. some Freshmen´s courses at universities, where students are expected to adopt the procedural practices of the *academia* almost over-night. In fact, for many, the transfer from high-school, where they may have been expected to follow a somewhat more docile and route-learning pattern, may be rather big and worthy of taking some notice and explicit instruction by the teachers.

This may be even more relevant for foreign students in different countries, as also the general manner of approaching things, reacting to e-mails, solving problems, and general office, academic and business style can vary from country to country. This may be illustrated by some e-mails from students who express surprise and thankfulness on "prompt answer" by lecturers – while the lecturer may just have done what is considered normal politeness and apt reaction in their organisational culture. I would even joke that sometimes the surprise and "shock" of really having the lecturer there, immediately respond to their question, seems to "delete" the original question itself – and the support and motivation of someone being there for them, following their learning process, and willing to support – "does the thing" in addition to the original "problem" solved.

Although also special "introduction to university studies" courses exist, not all students attend these, and also for attenders some of it may remain "theory", while each respective teacher in the classroom can modify the beginning so as to make it easier for them to apply everything in "practice".

Talking and supporting the students through informal conversations is of definite support here. In online mode – as referred to above – quick and supportive feedback can be the factor giving them credit and the feeling that they are "on the right track" – which is necessary for both delving into the subject and their general well-being knowing that they are protected, safe and approaching their studies in the way that has been expected of them, and is the same for others.

Extra support for students slower in progress

In a typical diversified classroom today we also see a great disparity between students concerning their motivation, capacity and work habits. There are traditional ways of dealing with this. More and more, support and implicit encouragement from the teachers´ side has been stressed to be important.

For example, Brophy (2004) encourages teachers to offer extra support for students whose progress may not be so fast, and he encourages us to continue counting on them, as well as support them in trusting in themselves. It may involve easier tasks. Differently from many modern

suggestions, Brophy 2004:67 holds that in some cases not too much analysis of the process, but the "good old" product-based view can yield good results:

> *"One paradoxical feature of the success expectancy aspects of student motivation is that self-efficacy perceptions are optimized when they are not at issue at all. That is, learning tends to proceed more smoothly when students are concentrating on the task rather than evaluating their performance, even successful performance. In effect, then student motivation is optimised not only by teacher techniques traditionally seen as promoting such motivation, but also by techniques traditionally considered instructional rather than motivational: clarity and specificity of explanation and demonstrative feedback. / emphasis mine/. Of these, modelling of task-related thinking and problem-solving strategies is especially important, because so many school tasks are primarily cognitive rather than physical (so that the processes used to accomplish them cannot be observed directly). "*

Indeed, at a more beginner level in the learning process, "doing it", and modelling "how to do it" can save student processing capacity. The modelling suggested by Brophy above closely relates to *the level of competencies* demand that modern educational approaches see to be essential to be born in mind. I suggest that modelling, demonstrating solving cognitive tasks and explicating the process definitely serves the aim of teaching basic skills for better task management in the future. Analysing the process in depth, and developing new ideas can then be taken as the next level.

Go beyond the task, inspire students to "juggle" the topic in their own framework

As confidence in students in their new context, role and tasks grows, teachers can do a lot to consciously elicit success. Once the context is familiar, one can focus on tasks – and even here, current student cohorts seem to benefit from thorough guidance. But this has been important for the learning process for long. Brophy 2004: 67 explains:

> *"Potential levels of success depend not only on the difficulty of the task itself, but also on the degree to which you prepare students through advance instruction and scaffold their learning through guidance and feedback."*

In such patterns, I wish to add, it is important not only to focus on the progress within the *subject* itself, but we can make the students aware of how the seemingly fun new activities help them to process the topics approached from a new perspective, and how their ability to handle this demonstrates that they are beyond the route-learning level, and are already reaching the *functional user level*. From this, I suggest, it is hopefully easy to advance to the *applier, modifier or developer level.* Furthermore, one reaches the *creator* level in case we speak about ideas, philosophies, concept design and finding new ways of conceptualising and developing, or *reversing* traditional approaches to and application of phenomena, processes and items). Thus, I suggest, the three levels could schematically simplified look like this:

1. functional user level
2. applier, modifier or developer level
3. creator level - new ways of conceptualising and developing, or reversing traditional approaches to and application of phenomena, processes and items (Mullamaa 2020).

Giving students free reign in modifying, and also thinking out their own ways of creating such tasks, and growing these "out of the classroom", inevitably fosters their capacities also in broadening the understanding of how to apply their insights and approaches in real life, as well as gives them an important sense of self-reliance.

Giving the right kind of feedback

In all the processes described above, necessarily the teacher feedback is involved – be it implicit, in the form of shaping the learning environment, and allowing students to grow based on pre-determined plans, and expecting them to exceed these, or be it expressed also in more formal instruction.

I find this rather important, as in some modern approaches the "laid-back teacher" may develop into students being rather left alone to fend for the right solutions. The approaches encouraging student self-responsibility and trusting them in making their own decisions in the learning process is definitely of great value. But inductive learning is not always better than deductive *per se*, and deductive learning most surely helps learners to have a clear framework of what the expectations are, how the progress is expected to take place, and what the wished outcome is.

Also Brophy (2004: 71-73) reminds us of the importance of feedback. Brophy (ibid.) holds that students *need the feeling that their progress is monitored*, feedback should state what went well and what to improve, at the same time not forgetting "realistic encouragement". It can be worth remembering that stressing students´ *capability* motivates them more than saying they were good *due to effort* – as the latter may diminish their belief in their capacity (ibid.: 74). The same goes with praising rather *stamina and "persistence"* than saying it was "hard work", Brophy suggests (ibid. 75). At the same time "effort-outcome" should be not forgotten (ibid.), and Brophy suggests that one can encourage students by e.g. mentioning that everyone putting in a reasonable amount of effort usually succeeds with the task, as it has been designed for their appropriate level. Also, showing the youngsters that "their intellectual abilities are open to improvement rather than fixed" (ibid.: 76) can be of support.

GOALS

Goals are not universally the same

Another aspect, which I think Brophy (ibid.) rightfully reminds his readers of, is that we should not assume that students have identical goals. I believe we should bear in mind with all situations in life, and with different actors. In case of students, predictably, neither do their goals necessarily coincide with the ones presumed by the educators. Brophy (ibid.: 101) states:

> *"Recent work on extrinsic goals, social goals, and other alternatives to achievement goals underscores the fact that students in classrooms, like anyone in any social situation, typically seek to optimize multiple goals and agendas simultaneously".*

Brophy (ibid.: 111) also mentions that the multiple goals perspective sees "performance approach goals as complementary to learning goals, at least for some people in achievement situations."

Students´goals

In tune with our pursuit for a well-balanced and positive learning environment, the aspect that students´ goals oftentimes also include *social goals* (i.e. creating and maintaining good relations with group-mates, coming across as a pleasant person) should be born in mind. Brophy (2004: 99) points out that it is probably more beneficial for the learning if such goals include "*social responsibility goals"* - which according to Brophy (ibid.) emphasise "keeping interpersonal commitments, meeting social role obligations, and conforming to social responsibility goals".

Brophy (ibid.) also points to students´ *extrinsic goals* – i.e. outer rewards like good grades, praise for good results in sports etc. Brophy (ibid.) includes the aspect that in the future such goals can bring about other benefits like scholarships, good universities or jobs. However, research has demonstrated (Brophy 2004: 100) that rather "those who combined high level of intrinsic motivation with medium levels of extrinsic motivation were the most successful achievers". Thus, I wish to stress the importance of teacher scaffolding in analysing the motivation, goals, as well as strategies and results of learning together with the students, and inspiring them to find and pursue their intrinsic motivation related goals.

A BALANCED TEACHER AS THE PILLAR OF SUCCESSFUL LEARNING

Teachers need to grow and stay balanced

Above we have briefed some aspects of teaching that can be relevant in a modern classroom. Although these were discussed from the teacher-student cooperation perspective, the main focus was on how to support students. In this process, however, the teachers themselves should not be forgotten.

Indeed, in order to guarantee a supportive learning process and environment for the students, it is perhaps the most important of all that the teachers themselves stay on track and do not lose *their* motivation, balance, optimism and caring. As only a well-functioning specialist believing in their work, but also a pleasant person, partner in the learning and world-exploring context, can provide students good support, teachers should remember to take their time to ponder upon what they do, why they do it, and try not to loose the big picture. With such, positive, balanced, and supportive teachers, also student learning experiences and life goals will ideally be able to thrive.

Teacher-student cooperation and positive atmosphere support can be seen in different ways. We believe that retaining a positive outlook on the study process, life and oneself can often serve as a "role model" example for students in keeping up the positive atmosphere and mood in the classroom.

Last but not least, the teacher belief in their "efficiency as a teacher" (ibid.: 391) , which – according to Brophy (ibid.: 391-393) also includes the strength and ability to have one´s own broader picture of what one is doing and why, as well as the autonomy allowed for this by the employer, are essential.The same viewpoint is shared in Dörnyei (2001: 31), according to whom:

"the following three motivational conditions in particular are indispensable:

- appropriate teacher behaviours and a good relationship with the students;
- a pleasant and supportive classroom atmosphere
- a cohesive learner group with appropriate group norms".

Dörnyei (ibid.: 31) goes on to refer to his and colleagues´ earlier study showing that "the participants considered *the teacher´s own behaviour to be the single most important motivational tool*". We can conclude from this that the teacher´s responsibility is indeed enormous. We set the tone, keep up the spirits and lead the group through the process. Teachers can be the inspiration and role models, inspire one to choose one´s future field of studies and life-goals. But they may also kill the joy and wish to deal with that subject, or pursue studies in general.

Dörnyei (2001: 32) points out the following key points teachers can expose: enthusiasm, commitment and expectations. As we know, students usually prefer a balanced teacher interaction and personality. Thus, Dörnyei´s (2001: 33, emphasis mine) point makes every sense

> *"projecting enthusiasm does not mean pep talks, theatrical performance or tears in our eyes when we utter the words ´Shakespeare´ or ´past conditional´, makes sense. Rather, as Good and Brophy (1994) argue, it means that we clearly identify our reasons for being interested in the topic and share these with the students."*

Dörnyei (ibid.) also provides a more specific strategy for language teachers:

> *" * Share your own personal interest in the L2 with your students,*
>
> ** Show students that you value L2 learning as a meaningful experience that produces satisfaction and enriches your life".*

I also like his advice (ibid: 55, emphasis mine) to analyse "cross-cultural similarities (and not just differences) and */…/ using analogies to make the strange familiar"*, as well as to analyse if and to which extent the stereotypes about L2 people or culture are in fact relevant. We have been on study-trips abroad with students, and it is often those discussions on similarities, differences and behavioural patterns in different countries and cultures that students value the most.

For a teacher to demonstrate that students´ learning is important for them, Dörnyei (2001: 34) enlists the following actions:

- Offering concrete assistance;
- Offering to meet students individually to explain things;
- Responding immediately when help is requested;
- Correcting tests and papers promptly;
- Sending learners copies of relevant/ particularly interesting articles;
- Arranging extracurricular instructional programmes/opportunities;
- Encouraging extra assignments and offering to assist with these;
- Showing concern when things aren´t going well /.../".

Again, we can´t but agree, as the "personal touch" you muster up shows the students that their work matters, that they as persons matter, and also – that you have a good, individualised, understanding of where exactly they are in their progress. This kind of professional one-to-one feedback can be essential in keeping and growing their motivation. Definitely, it is also of enormous support when things may not go as well as planned for them. And the same is true about the opposite. Dörnyei (ibid.: 34) reminds us that

> *"If students can sense that the teacher doesn´t care...this perception is the fastest way to undermine their motivation. The spiritual (and sometimes physical) absence of the teacher sends such a powerful message of ´It doesn´t matter!" to the students, that everybody, even the most dedicated ones, are likely to be affected and become demoralised".*

His words underline a basic human capacity – especially necessary for educators as role models – to be reliable, predictable, and keeping true to your principles and stated goals. What is also important, is keeping the support and good relationship open for everyone in the classroom. Dörnyei (ibid.: 36, quotes Raffini 1993: 145-6):

> *" Building trust in a classroom is a slow process and results from many small incidents in which the teacher has responded honestly and dependably. It is easy to trust "trustable" students, but it is "untrustable" students who need systematic trust-building experiences.../.../ they need repeated opportunities to learn and practise this character trait".*

The point made here coincides with our broader discussion above on how the teacher´s role goes above the subject related aspects, and can ideally model and support general life values, skills and practices.

Dörnyei´s (ibid.: 38) further suggestions on showing that students matter to us include, if we paraphrase and synthesise his list of more concrete examples, asking about their lives outside the classroom, expressing that you have noticed their contribution, coherently remembering and mentioning earlier discussions, and referring back to them, at the same time acknowledging student progress and what they may have done relating to the topic. All these suggestions relate to authenticity and sincere interest from the teacher´s side, which – we believe - is so essential for the students (and the teachers themselves).

Dörnyei (ibid.: 40-41) further mentions that the positive and pleasant classroom atmosphere was mentioned as the second most important criterion in building student motivation (after teacher behaviour), and suggests teachers shouldn´t forget humour, which may not mean just joking, but rather "having a relaxed attitude about how seriously we take ourselves". Creation of small-group and whole-group tasks, along with mixed seating arrangements, extracurricular activities and also creating a kind of image or "story" for the group (ibid: 44-45) are other principles the author mentions as supporting a pleasant group cooperation climate.

Coming back to where we began in this article: Motivation, in my mind, is always related to setting the goals. Dörnyei (ibid.: 84) quotes McCombs and Pope´s (1994: 69) ABCD list, which says that "goals should be:

1. **A**chievable (reasonable for your age and strengths),
2. **B**elievable (you need to believe you can accomplish it),
3. **C**onceivable (clearly stated and measurable),
4. **D**esirable (you really want it, and others want it for you). "

I would like to add that - as current motivational research often stresses – the steps one takes need not always be "landslide" victories. It is more realistic, doable and pleasant to pursue small but

determined steps in the wished direction (cf. the diet or healthy lifestyle analogy we mentioned above). Also in sports, you don´t achieve the world record by just one week of hard work or mental focus – so with everything in life. Also learning.

Dörnyei (ibid.: 135) sums up his book on motivation telling teachers that actually being a *"good enough"* motivator may be just OK. Overdoing things and being stressed about motivation could have a much more detrimental effect on student learning and teachers themselves than just taking things naturally and enjoying the process. Therefore, let´s keep the research results and experiences from literature shared above in mind, but let us not forget the creativity and freedom in the process, and life itself.

DISCUSSION

With this small review of some important aspects on student-teacher cooperation, student capacities, but also of important aspects/ *some facets* of the psychological and motivational processes we wish to conclude the current article. We have taken a look at diverse areas, ranging from practical suggestions for supporting the learning process (sign-posting and goal explanation, ways to help students that are slower in progress, novice-support, habits and their influence on processes and thoughts and behaviour, inspiring student autonomy, feedback, as well as understanding student goals and being a balanced guide for them in this process, to teacher balance).

It is obvious that in a job like teaching – where building new knowledge and skills goes hand in hand with working with different personalities, with their different wishes, goals and learning styles – many more aspects could be mentioned and analysed. The aspects to consider are versatile, and it may serve inspirational to keep track of research developments in related foci. For the purposes of the current article, we have brought out these mentioned above.

We have discussed and analysed more traditional motivation, emotion and learning related aspects of the processes, as well as some aspects we believe can be associated, and leaned upon in understanding and supporting the cooperation processes on many levels. We hope that it can give us, as educators, some fresh ideas, or just a chance for recognition – all with the goal of being a better teacher, and being able to support ourselves and our students in the wonderful work we do.

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