

An exploratory study on impact of differentiated learning activities
on student engagement and motivation in

English language students

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Abstract

This exploratory study investigates the impact of differentiated learning activities on student engagement and motivation among English language learners in a public school in China. Grounded in the theories of Multiple Intelligences, Self-Determination, and Sociocultural Learning, the research examines how tailoring instruction to students' individual learning preferences influences their participation and enthusiasm in the classroom. A qualitative action research approach was employed, involving classroom observations, student surveys, interviews, and teacher reflections. The findings reveal that students exposed to differentiated instruction—particularly when offered choices in demonstrating their learning—displayed significantly higher engagement and intrinsic motivation compared to those taught through uniform methods. Teachers also reported increased student enthusiasm but identified challenges related to time, planning, and resources. The study underscores the importance of differentiated instruction in fostering inclusive and student-centered language learning environments. It concludes with implications for educators, policymakers, and researchers, advocating for greater professional development and institutional support to make differentiation a sustainable practice in diverse classrooms.

Keywords: differentiated instruction, student engagement, intrinsic motivation, English language learners, inclusive education, multiple intelligences, qualitative research

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By;
Holly Hilliker
Kuala Lumpur, Malaysia
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Abstract

The integration of art into English Language Learning (ELL) classrooms has emerged as a promising pedagogical approach to addressing motivational and behavioral challenges among students. This study examines how art-based activities influence motivation, behavior, and language acquisition in ELL settings, drawing on a mixed-methods approach that incorporates quantitative tools such as the Academic Motivation Scale (AMS) and Teacher-Pupil Observation Tool (T-POT), as well as qualitative data from interviews and observations. Findings indicate that art promotes intrinsic motivation by providing students with creative and culturally relevant avenues for self-expression, thereby transforming learning into an engaging, holistic experience. The study also highlights the role of collaborative art projects in fostering peer interaction and reducing classroom disruptions. These outcomes align with established theories such as Vygotsky's social constructivism, Gardner's multiple intelligences, and Kolb's experiential learning, which collectively emphasize the cognitive, social, and emotional benefits of hands-on, creative learning. Furthermore, the research explores the potential of art to bridge cultural and linguistic gaps, particularly in diverse classrooms comprising refugees, young learners, and adult students. Art activities such as storytelling through visuals, clay modeling, and painting cultural narratives not only enhance language retention but also create emotionally supportive environments conducive to learning. The study underscores the importance of culturally responsive pedagogy, differentiated instruction, and balancing creative and traditional approaches to meet diverse student needs.

UNEARTHING KNOWLEDGE: GROUNDED THEORY IN INTERNATIONAL
BACCALAUREATE DIPLOMA PROGRAMME AND ADVANCED

PLACEMENT CAPSTONE INQUIRY

JONATHAN BASANTA GARCIA

RESEARCH REPORT SUBMITTED IN PARTIAL FULFILLMENT
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CENTER OF POSTGRADUATE STUDIES
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ABSTRACT

Inquiry-based learning is central to the International Baccalaureate Diploma Programme (IBDP) and the Advanced Placement (AP) Capstone, particularly in core courses such as Theory of Knowledge (TOK), Extended Essay (EE), AP Seminar, and AP Research. Despite their emphasis on student-led investigation and critical thinking, no structured, context-specific pedagogical framework currently guides the implementation of inquiry-based learning in these programs. This gap poses challenges for educators striving to align instructional strategies with course objectives and assessment standards. This study aimed to: (1) examine the contextual practices used to implement inquiry-based learning in IBDP and AP Capstone courses; (2) identify the primary challenges faced by educators and students; and (3) categorize effective strategies and approaches for supporting inquiry-based learning. A qualitative, grounded theory design was employed, involving purposive sampling of IBDP and AP Capstone students from international schools in Myanmar and Aruba. Data were collected through semi-structured interviews and analyzed using iterative coding (open, axial, and selective) via ATLAS.ti. Findings revealed considerable variability in how inquiry is practiced across settings. Major challenges included topic selection, time management, essential research skills, presentation anxiety, uncertainty, individual support, curriculum constraints, and student engagement. However, several strategies emerged as effective: using structured prompts and scaffolding, providing continuous formative feedback, and promoting collaborative learning among peers. These practices reflect core principles of constructivist and sociocultural theories, which emphasize active, student-centered, and socially mediated learning. In conclusion, the study produced a flexible and empirically grounded pedagogical framework for inquiry-based learning tailored to the IBDP and AP Capstone. This framework supports educators in facilitating meaningful student inquiry, with the broader goal of fostering critical thinking, deeper engagement, and improved academic outcomes in high-stakes international education environments.

Keywords: inquiry-based learning, grounded theory, International Baccalaureate, AP Capstone, TOK, Extended Essay, AP Seminar, constructivist pedagogy, sociocultural learning, international education

A Study on the Effects of English Enhancement Programmes on Teacher Confidence,

Proficiency and Instruction

MARK ADRIAN WRIGHT

May 2025

PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
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Abstract

The English Enhancement for Teachers programme at University College Fairview aims to support educators in improving their English proficiency, enhancing their teaching practices, and fostering professional confidence. This dissertation investigates the experiences of approximately ten teacher participants who completed the programme, analysing their perceptions of its impact. Through qualitative interviews, the study explores participants' overall experiences, their self-assessed improvements in English language skills, the influence of these improvements on classroom performance, and the programme's contribution to their professional confidence. Additionally, the research gathers recommendations for further enhancing the programme. Findings from this study provide valuable insights into the role of targeted English language training in professional development and its influence on educators' effectiveness. By examining participants' reflections and feedback, this dissertation contributes to the broader discourse on language proficiency and teacher training, offering practical implications for refining and optimizing future programmes.

**STUDENT ENGAGEMENT AND
PERFORMANCE IN BLENDED
LEARNING: EVALUATING DIGITAL
AND TRADITIONAL TEACHING**

APPROACHES

MI YUNG SEUL

**RESEARCH REPORT SUBMITTED IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE**

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2025**

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Abstract

This study explores educators' perceptions of student engagement and academic performance in blended learning environments. Through semi-structured interviews with four teachers from private and international schools, the research examines the effectiveness of digital, traditional, and blended learning models. The findings reveal that while digital learning enhances flexibility and interactive engagement, it also poses challenges such as distractions and the need for self-regulation. Traditional face-to-face learning provides structure and immediate feedback but lacks the adaptability of digital methods. Blended learning emerges as the most effective approach, combining the strengths of both traditional and digital instruction. However, its success depends on institutional support, digital literacy, and effective instructional design. The study contributes to existing literature by reinforcing frameworks such as the Community of Inquiry (CoI) and Self-Determination Theory (SDT), while also highlighting the need for professional development in learning management systems (LMS), digital pedagogy, and assessment strategies. The research underscores the necessity for future studies focusing on student perspectives, longitudinal data, and equity in digital education access. These findings inform educators, policymakers, and institutions on best practices for optimizing blended learning environments to enhance student engagement and academic outcomes.

Keywords: Blended learning, student engagement, academic performance, digital education, instructional strategies

PERCEPTIONS OF POSITIVE REINFORCEMENT STRATEGIES ON

**STUDENT MOTIVATION IN THE PRIMARY YEARS PROGRAMME: A
STUDY AT AN IB INTERNATIONAL SCHOOL IN MALAYSIA**

SUGENDRAN A/L MATHIVANAN

6th June 2025

**Dissertation submitted in partial fulfilment of the
requirement for the degree of Master in Education (IB) in the**

**Faculty of Graduate Studies
University College Fairview**

ABSTRACT

This study focusses on examining how Primary Years Programme (PYP) educators at an IB international school in Malaysia view and apply positive reinforcement techniques to inspire students. Encouraged by Self-Determination Theory and Expectancy-Value Theory, as well as B.F. Skinner's operant conditioning theory, the study fills in gaps in the literature by examining reinforcement in a variety of subjects and private institutions with global curriculum. Data were gathered from 30 Homeroom and Specialist teachers using a structured Google Forms questionnaire with a Likert scale questions, utilising a quantitative, descriptive survey methodology. According to the research, teachers believe that positive reinforcement techniques including verbal encouragement, certifications, ClassDojo points, leadership positions, and unexpected prizes can improve student engagement, motivation, and conduct in the classroom. Nevertheless, educators also identified problems, such as students' reliance on incentives, their inability to be consistent, and the requirement for individualised instruction based on each student's requirements. Teachers reported using flexible and reflective strategies to overcome these obstacles, including incorporating reinforcement into daily routines, modifying strategies in response to feedback, participating in professional development, and utilising tools like setting targets and student reflection to balance intrinsic and extrinsic motivators. According to the study's findings, although positive reinforcement is often seen as advantageous, its successful use in Primary Year Programme classrooms requires careful, student-centered implementation that considers individual variations, cultural context, and the need to promote long-term intrinsic motivation.

EXPLORING SCIENCE RESOURCE DISPARITIES AND THEIR IMPACT ON

EQUITY IN MYP EDUCATION

THANUSHA GUNEDRAN B.SC

**RESEARCH REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION**

(INTERNATIONAL BACCALAUREATE)

**CENTER OF POSTGRADUATE STUDIES FACULTY OF EDUCATION
UNIVERSITY COLLEGE FAIRVIEW KUALA LUMPUR
2025**

ABSTRACT

This study investigated science resource disparities and their impact on teaching effectiveness and student engagement within the International Baccalaureate (IB) Middle Years Programme (MYP) at Realview International School, Malaysia. While the MYP emphasizes inquiry-based and equitable education, inconsistencies in resource distribution across campuses raised concerns regarding instructional quality. Addressing a gap in the literature, this study focused on resource challenges within international private schools implementing the MYP in a Malaysian context.

Using a qualitative design, data were collected from 10 MYP science teachers and 10 students via structured surveys. Thematic analysis revealed three critical resource gaps: the lack of laboratory assistants, inadequate or outdated lab equipment, and insufficient preparation time due to teachers' overlapping responsibilities. These limitations were found to compromise practical lesson delivery and reduce student engagement.

The study offers valuable insights into how resource inequalities shape science instruction in IB schools. It highlights the need for targeted administrative interventions, including enhanced support staffing and resource planning. The findings contribute to ongoing discourse on equity in international education and recommend further investigation through broader or longitudinal studies.

An Exploratory Study of Alternative Education Philosophy

Timothy Aidan McGuire

**Masters of Education, University College Fairview
Dr. Kenny Cheah and Professor R. Gopinathan**

February 14, 2025

ALTERNATIVE EDUCATION EXPLORATORY STUDY 2

Abstract

In this exploratory study, the goals and objectives of major alternative education philosophies are defined and analyzed through a systematic review of key texts and a research synthesis. The study utilizes expansive search with evolving search criteria to survey the relevant literature. Key theorists like Freire, Illich, Holt, Montessori, and Steiner are contextualized, compared, and their core ideas are synthesized for further application. The study addresses the criticism alternative education has of traditional schooling and gives a clear of the nature of alternative education.

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