# Designing Lessons and Programs that Motivate Students

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*While the importance of encouraging students to read and seek information is undisputed, it is an area of frustration for most school librarians. There are specific, practical principles that can help school librarians design activities that will motivate students to read and seek information on their own. This paper presents a theoretical framework for fostering intrinsic motivation, reports on current research on fostering motivation in students of individualistic (Colorado Springs, U.S.), collectivist (Kampala, Uganda), and individualistic/collectivist cultures (Mysore, India), and presents recommendations for designing instruction and programs using these best practices. The theoretical framework consists of the principles of self-determination theory (Ryan & Deci, 2017), building a growth mindset (Dweck, 1999, 2006), and using extrinsic motivators effectively (Deci & Ryan, 2002; Crow & Small, 2011; Small, 2009). Areas for further study are included.*

## Introduction

For years school librarians have tried numerous and varied ways to engage their students in reading and information seeking. The profession has emphasized the importance of these efforts by including them in standards. The International Federation of Library Associations and Institutions' School Library Guidelines (IFLA, 2015) defines a school library as a "literacy centre where the school community nurtures reading and literacy development in all its forms" (p. 17). The American Association for School Librarians' *Standards Framework for School Librarians* (AASL, 2018) declare that "school librarians foster learners' personal curiosity by encouraging learners to read widely and deeply in multiple formats. . ." (p. 47). The preparation standards used by higher education school library programs in the U.S. state that well-prepared school librarian candidates "use strategies to foster learner motivation to read for learning, personal growth, and enjoyment" (ALA/AASL, p. 11).

While the importance of encouraging students to read and seek information is undisputed, it is both a labor of love and an area of frustration for most school librarians. Many librarians have the mindset of "if we build it [a great collection] they will come." For some students this is so, but sadly, not for the majority. In the past thirty years students who "never" or "hardly ever" read for pleasure has almost tripled (Commons Sense Media, 2014). In 1984 8% to 9% of students age 13-17 reported they hardly ever read for pleasure, but in 2014 that number had increased to 22% and 27%. And students read even less as they get older. As reported by the National Center for Education Statistics (2012), 53% of 9-year-old students reported they read every day, while only 19% of their

17-year-old counterparts reported they read on a daily basis. In general, the picture is even bleaker for minorities. In research conducted by the Pew Research Center in 2019 (Perrin), the data show that while 27% of U.S. adults taking the survey say they have not read a book over the past year, the percentage for minorities was higher (33% of Blacks and 40% of Hispanics). If parents have little to no interest in reading, chances are their children will not either (Olofson & Niedersoe, 1999; Santos & Alfred, 2011).

There are few things more frustrating than preparing a lesson or program intended to foster reading and information seeking engagement, then have it flop. Or having students who participate in a reading program as long as rewards are given, but they stop reading once the program is over. On the other hand, there are few experiences as satisfying as doing an activity with students that stimulates them to read and seek information for the sheer joy and satisfaction of it.

Creating instruction and programs that foster student engagement and motivation does not have to be a roll of the dice. There are specific, practical principles that can help school librarians, in collaboration with other teachers, design activities that will excite students and motivate them to read and seek information on their own. The purpose of this paper is to give a theoretical framework for fostering intrinsic motivation, report on current research on fostering motivation in students of various cultures, and present recommendations for designing instruction and programs using these best practices.

# Theoretical Framework

This theoretical framework provides the foundation for school librarians to examine the activities and programs they design through the lens of making them engaging and intrinsically motivating. The principles of self-determination theory (Ryan & Deci, 2017), building a growth mindset (Dweck, 1999, 2006), and using extrinsic motivators effectively (Deci & Ryan, 2002; Crow & Small, 2011; Small, 2009) are the components of this theoretical framework.

### *Principles of Self-determination Theory*

According to self-determination theory (Ryan & Deci, 2017), there are three basic types of motivation: *amotivation*, *extrinsic motivation*, and *intrinsic motivation*. *Amotivation* is total lack of desire to accomplish a task, usually because of an absence of interest and a deficiency of ability. *Extrinsic motivation* is exhibited through actions caused by a desire to attain a reward or approval, or to avoid punishment. *Intrinsic motivation* is shown by engaging in behaviors based on interest, and for which the individual feels enjoyment and/or satisfaction. In relating these types of motivation to students in the library, the student who reads poorly and does not find materials of interest would be exhibiting amotiviaton. A student who chooses and reads a book because of a promised reward or approval from peers or adults would be doing so because of extrinsic motivation. The student who finds information based on their interest, or who finds joy in reading a specific genre of books is showing intrinsic motivation (Ryan & Deci, 2017).

Self-determination theory (Ryan & Deci, 2017) goes on to state that contexts in which three psychological needs—*autonomy, competence, and relatedness*—are met will foster intrinsic motivation. *Autonomy* is manifested in the library when students are given choices in their reading selections and can also be promoted through allowing students choice of research topics and ways to present their information. Librarians provide situations of *competence* by aiding students in selected "just right" books, teaching them how to find information on their own, and creating signage that is age-appropriate and at the right eye-level for the user. Teaching students a research process in stages, with self-checks along the way is another method for promoting competence. *Relatedness* comes from

building relationships with students and facilitating connections between students and with other adults who have similar reading and information seeking interests.

### Building a Growth Mindset

Dweck's mindset theory (1999, 2006) intersects with self-determination theory (Ryan & Deci, 2017) in the component of *competence*. It provides a practical description of how to encourage students to build competence through their own efforts.  Mindset theory (1999, 2006) is about the way people think of their intelligence. A person with a *fixed mindset* believes that they are born with the intelligence they have and that it does not grow nor is influenced by effort over time; whereas a person with a *growth mindset* thinks of their own intelligence as a commodity that can be cultivated, and that growth (i.e. learning) takes place because of their own efforts. Studies based on Dweck's theory have shown that the way an educator or parent gives feedback to students will influence their mindset (Dweck, 2007; Good, Aronson & Inzlict, 2003; Aronson, Fried, & Good, 2002). When adults give responses that show judgement of how "smart" a student is, they foster a fixed mindset, producing students who not only think that they should naturally know and be able to do whatever assignment they are given, but who are also fearful of trying challenging tasks that might show them to be "not smart." Responses that emphasize a student's effort cultivates a growth mindset, encouraging them to keep trying and giving them a reason to start again when they fail.

School librarians help to build growth mindsets in students when they praise their efforts in what sometimes is "the long slog" through a research project. They can break research tasks up and work individually with students who need extra help, encouraging them to keep trying to find answers by using different key words and methods, or to change the focus of a research question as their knowledge of the topic evolves. Infusing playfulness into activities also helps to build growth mindsets, because play is the way we "try new ideas and strategies with minimal negative consequences, and with many chances for 'do-overs'" (Crow, 2013). Scavenger hunts, breakout boxes, and problem-based learning (Duch et al, 2001) all bring an element of play to activities, which builds a sense that learning is possible through effort, and that intelligence is not a fixed asset.

### Using Extrinsic Motivators Appropriately

While fostering intrinsic motivation is the preferred way to engage students, there are times when using extrinsic motivators is appropriate. Caution should be used; however, because studies have shown that extrinsic motivators have "a significant negative effect on intrinsic motivation for interesting tasks" (Deci, Koestner, & Ryan, 1999, p. 653). Basically, persons feel controlled by the giver of the reward (tangible rewards, grades, or lack of punishment) during the situation when the extrinsic motivator is in effect. Then, when that situation ends, persons lose the drive to continue the activity or task (Deci & Ryan, 2002). They essentially feel manipulated, running directly counter to one of the three components—autonomy—espoused by Ryan and Deci (2017).

There are ways school librarians can use extrinsic motivators to "prime the pump" of interest and intrinsic motivation. When students read for extrinsic reasons, the hope is that they will develop interest in reading and will continue to do so after the external motivators end. One way that school librarians can increase the chances that external motivators will have the intended consequence is to give rewards that are related to the desired behavior. Such rewards would be bookmarks, a free book of choice, a special time in the reading nook to themselves, more time to read, etc. (Crow & Small, 2011). Whatever the reward, keep the amount of time for reward-giving in a reading program short (2-4 weeks) so students do not become addicted to reading for rewards. Other ways could be

working with students to set their own goals for reading, permitting them to choose their own reward from a selection of relevant rewards, and always allowing them their choice of reading, all of which activates the power of autonomy (Ryan & Deci, 2017) to bolster the extrinsic motivator.

# Fostering Motivation in Students of Various Cultures

Obviously, just as students are not interested in the same books, topics, and activities, they are not motivated by the same things. There are many influences within students' social contexts that affect their motivation to read and seek information. Research has shown that an important area of influence on students' motivation is their individual cultures (Chirkov & Ryan, 2001; Crow, 2011; Crow, 2015; Crow & Kastello, 2017).

A key component to self-determination theory (Ryan & Deci, 2017) is the idea that meeting the three psychological needs of autonomy, competence, and relatedness are fundamental in fostering intrinsic motivation. Taking a closer look at the three needs, there seems to be a tension between autonomy (self-will) and relatedness (community). While much of the research points to the universality of autonomous-based motivation in all cultures (Chirkov & Ryan, 2001; Chirkov, Ryan, Kim, & Kaplan, 2003; Grouzet, Otis, & Pelletier, 2006; Roth, Asor, Kanat-Maymon, & Kaplan, 2006), Heine, Lehman, Markus, and Kitayama (1999) posited that people of individualistic cultures need more autonomy support, and those from collectivist cultures require more community interaction in order to be intrinsically motivated (1999).

Three studies were conducted between 2008 and 2015 with the purpose of exploring the social contexts of students from three different cultures who were intrinsically motivated to seek information. The research questions for the studies were, "what are the experiences in the lives of upper elementary-aged students in the studies that foster intrinsic motivation to seek information," and "how do the experiences of these intrinsically motivated students of an individualistic culture (Colorado Springs, U.S.), a collectivist culture (Kampala, Uganda) and a culture that is both individualistic and collectivist (Mysore, India) compare and contrast?"

# Methodology

The groups from each culture – Colorado Springs, Kampala and Mysore - included students aged 10-12. The students in Colorado Springs were primarily middle class, Caucasian, and from various familial situations. The students in Kampala were high poverty level, African, and primarily orphaned. The students in Mysore were also living in poverty but came from intact families. The three populations were chosen using "The 6-D Model of National Culture" (Hofstede, 2020), which classifies world countries in six categories, one of which is their degree of individualism/collectivism.

Students in the study were asked to complete the Self-regulation Questionnaire for Information Seeking (SRQ-IS; Crow, 2015). The questionnaire was administered to students in both oral and written form, the students following along as researchers read each question and answer. An interpreter was also used in the Kampala and Mysore studies (though most students in both studies spoke and understood English). The students' answers to the questionnaire enabled determination of their dominant motivation, and level of that motivation for information seeking. Of the students who took the questionnaire, 21% in Colorado Springs, 19% in Kampala, and 16% in Mysore showed dominance for intrinsic motivation. Students with a dominance in intrinsic motivation, with at least a .03 differential between their highest and the next highest motivational style were chosen to continue in the study which included 9 in Colorado Springs, 5 in Kampala, and 16 in Mysore (Crow, 2011, 2015; Crow & Kastello, 2017).

The next phase in the studies included data collection from open-ended, semi-structured interviews of the identified subjects. Students were queried: "What makes a good day for you?" and "Tell me about a time you sought information." From these general prompts, follow-up questions were generated to find out as much as possible about the information seeking experiences and influences on those experiences in the lives of the students in the studies. Later, students were asked to draw their answers to the same general questions. The drawings provided another way students could express themselves and served as a way to validate their previous answers. Researchers also observed classrooms and interviewed the students' teachers and librarians (Crow, 2011, 2015; Crow & Kastello, 2017).

# Findings

It is important to bear in mind that all of the students interviewed were found to be highly and distinctly intrinsically motivated for information seeking as determined by their scores on the Self-regulation Questionnaire for Information Seeking (SRQ-IS; Crow, 2015); therefore the study of their experiences should contribute to our understanding of what social contexts foster intrinsic motivation for information seeking. These experiences, then, can inform our design of instruction and programs intended to motivate young learners.

All three components of self-determination theory (Ryan & Deci, 2017) were shown to be important within the social contexts of all three subject groups, but the degree to which they were important tended to fall along the lines of their individualistic and collectivist cultures.

### *Autonomy*

The types of activities that most embodied the component of autonomy was through the students' play. When children play, they are able to break free from the confines of the adult world and become the directors of their own actions (Ryan, Kuhl, & Deci, 1997). "Play is always autonomous and never too easy or too hard" (Crow & Robins, 2012). Creativity, often thought of as an individual trait, was apparent in activities described by all three groups of students, though in different ways which, not surprisingly, were likely determined by the materials they could obtain.

**Colorado Springs.** The students from Colorado Springs preferred autonomous, individual activities such as hiking, biking, photography, and electronic games that they chose to do in their free time. They discussed initiating creative activities such as writing in journals, building websites, and creating books which are all primarily individual and creative activities. Students regularly discussed choosing to search the internet on topics of interest in their spare time. One student, when discussing why she chose track as a sport, said she did it because she liked "feeling the wind in my hair." Interestingly, when asked about awards for running, she said she knew there are ribbons given, but she did not remember which ones she got or the placement she had in the meets, an indication that she was not extrinsically motivated to run. Another student talked about interest in football, but mostly loved following and reading about individual players.

**Kampala.** The Kampalan children also described doing creative activities such as writing and drawing for fun. They discussed a few individual physical activities they chose to do in their spare time, such as biking and swinging, influenced, no doubt, by the play equipment for which they had access. One student from Kampala described creating a tea set of mud by herself, but others joined her when she played with it.

**Mysore.** The children from Mysore expressed interest in video, hand-held, and card games (though more in groups and pairs rather than individually, which is counter to the preferred way of the Colorado Springs students). The students from Mysore also spoke of their love of independent drawing.

Students from Colorado Springs gravitated toward individual, autonomous activities. Those from Kampala and Mysore also participated in solitary activities on their own, but not as many and not to the degree as the Colorado Springs students.

### Competence

The students from all three cultures showed tendencies for building competence. Both the students from Colorado Springs and those from Mysore preferred doing activities they felt were easy for them, such as math and drawing, describing many areas for which they felt competent. They reported that they did these activities because they were "really good" and felt smart or strong while doing them.

The Kampalan students exhibited a different attitude, showing their affinity for competence building rather than enjoying doing things for which they already had competence. They talked much more about working to get better at various activities, principally school subjects, and showed great appreciation for teachers and community members who took the time to help them. They seemed especially accepting of informational feedback (Crow, 2011, 2015; Crow & Kastello, 2016; Crow & Kastello, 2017), revealing their growth mindset (Dweck, 1999, 2006). Their attitude might well have been born of living in a harsh environment, a desire to rise beyond or improve that environment, and a special appreciation for the school which harbored them from many external threats during the school day.

In short, the students from all three cultures responded well to stimuli intended to build their competence.

### Relatedness

Relatedness is an area that is considered beneficial, but not essential, to intrinsic motivation. There are people—students included—who thrive if given choice (autonomy), feel able to do tasks (competence), but who prefer to work and play alone. However, studies have shown that relatedness is an important factor in fostering intrinsic motivation for many people (Ryan & Deci, 2000).

**Colorado Springs.** The students from Colorado Springs discussed group sports, but their focus was on individual enjoyment and achievement rather than on competition. One student, who enjoyed following individual players, did discuss the fun of watching football with his dad. Interestingly, more students from Colorado Springs preferred group school research assignments (five students) than those who preferred individual research assignments (four students), which seems antithetical to their preferred information seeking style of searching for information on their own at home. This dichotomy may be because of their lack of confidence in the area of research for school assignments. While relatedness was a part of the social context of the subjects from Colorado Springs, they were more inclined toward individual activities.

**Kampala.** Team sports consumed the attention of most of the Kampalan children, especially soccer for the boys and dodgeball for the girls. When observed during "free reading time," they often congregated in pairs and small groups, though there were a few who chose to read alone. An interesting aside was information given by one of the teachers when a researcher wanted to give books to individual children. The teacher reported that students would not understand having a personal book, or anything of a personal nature. She said that students from that community pool

their possessions with all members of their household and give freely to others in the neighborhood. This information follows in line with the importance of relatedness in the Kampalan culture.

**Mysore.** The students from Mysore talked at length about how their parents (usually fathers) helped them learn to draw. They also talked mostly of "functions" such as birthdays, religious holidays, and school activities when describing what made a good day for them. Their favorite type of play fell within the categories of singing and dancing together, including the use of beautiful costumes despite their high poverty level. It was nearly always with friends or family. The children from Mysore were more on a par with the children of Kampala when it came to preferring group activities.

### Information Seeking Styles

The type of culture seemed to particularly influence the students' information seeking behaviors. During the second question phase of the interviews, students were asked to describe their favorite information seeking episode, then were asked to describe another favorite so that there were at least two information seeking episodes per student from each group. The information seeking behavior that was described by students during the first question phase of the interview, "What makes a good day for you?" was also included in this part of the data collection (see Figure 1).

**Figure 1**

*Students' Information Seeking Styles by Media Type*
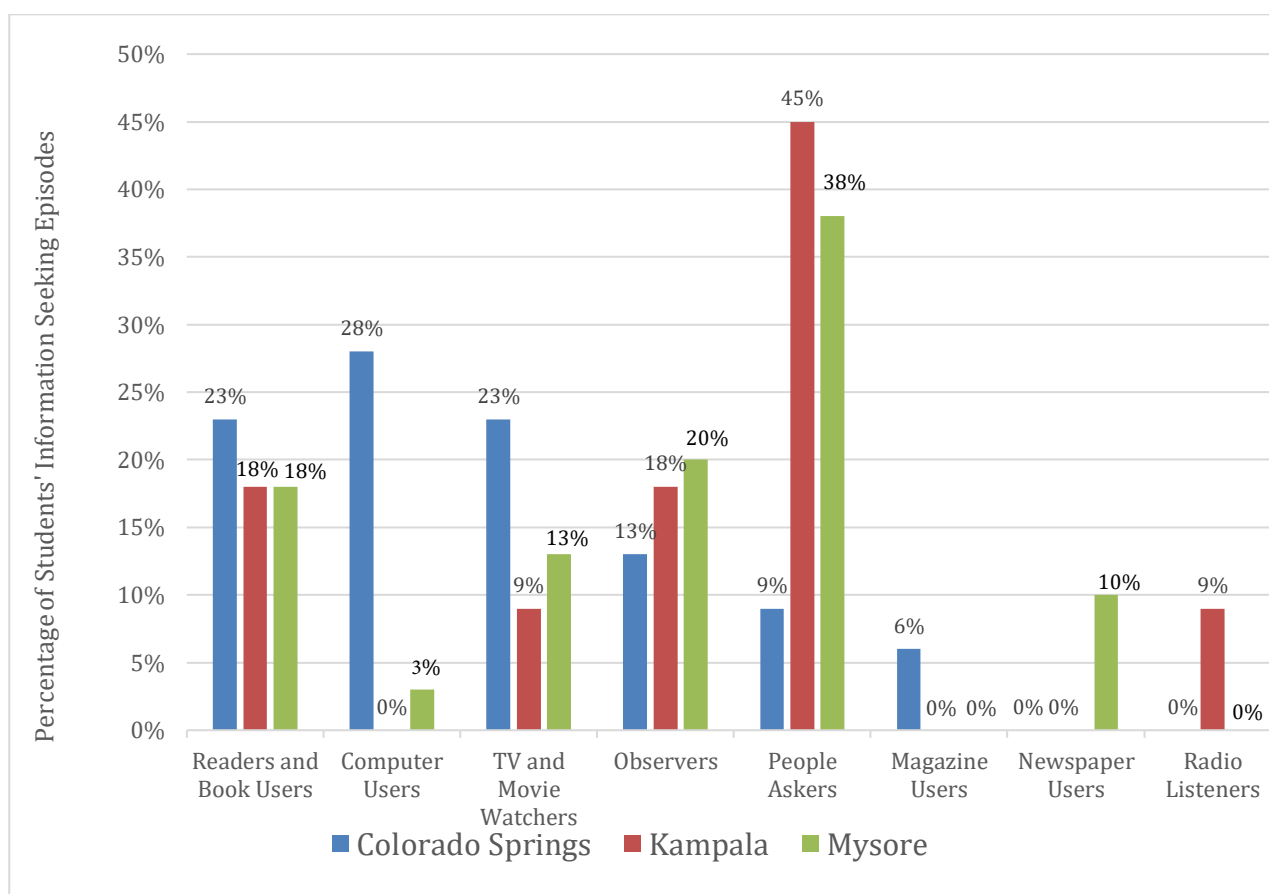
Interestingly, the media type with the most similar percentage between the three groups was *Readers and Book Users* (Colorado Springs 23%, Kampala 18%, and Mysore 18%), though the Kampalan children had far fewer books to access than the other two groups. The next most similar was *Observers* (Colorado Springs 13%, Kampala 18%, Mysore 20%). These were students who favored getting out and looking at nature to answer their questions. Availability was not an issue for these students as they were motivated to observe whatever was in their own environment. In fact, it could be said that their questions resulted from and fed into their observations. The media groups *Computer Users* and *TV and Movie Watchers* tended to fall along availability lines, heavy for the Colorado Springs students (28% and 23%), low for Mysore (3% and 13%), and rare for those from Kampala (0% and 9%). The students from Mysore came from a culture that uses newspapers for information, and it showed in their responses as *Newspaper Users* (10%), whereas neither of the other two groups mentioned this medium. The researchers observed parents in Mysore, mostly fathers, on school premises reading newspapers while waiting to pick up their children, and lining the tables shoulder to shoulder at the public library reading newspapers. *Radio Listeners* were exclusively from Kampala. Children described groups of people who congregated in barber shops to listen to the radio, and themselves in bed listening to their neighbors' radios in the home next door. The most telling category regarding cultural influence, however, was the *People Askers*. The students from Kampala, the most collectivist culture, asked people in 45% of the information seeking episodes they reported. Granted, the availability of resources was much less in the Ugandan community, but the descriptions of how these students asked various friends questions, and how they verified the answers through other friends and relatives, showed that the network of information seeking between and throughout their communities was based heavily on asking and telling each other. Mysore, a culture described as both individualistic and collectivist, also had a high percentage of *People Askers* (38%), whereas Colorado Springs, an individualistic culture, only reported asking people in 9% of their information seeking episodes (Crow, 2011, 2015; Crow & Kastello, 2017).

## Conclusions

The researchers in these three studies found that, while social contexts in all of the students' lives supported their needs for autonomy, competence, and relatedness, there was a stronger cultural influence toward autonomy for the students from the individualistic culture (Colorado Springs) and toward relatedness for the collectivist students (Kampala), as well as the mixed culture students (Mysore), although to a lesser degree than with the Kampalan students. All three groups of students relished play (though the students from Kampala and Mysore preferred group play to individual play), showed creative inclinations (pointing to the need for autonomy in all three cultures), and sought to use and improve their competence in several areas from sports to school, the Kampalan students showing the greatest tendency toward a growth mindset (Dweck, 1999, 2006) by describing their determination to do better in school subjects. Perhaps the most telling part of the data was in regard to the differences in the media used in information seeking episodes of the three groups. Interestingly, all three groups had similar percentages with regard to book using and observing (both generally considered to be autonomous and solitary activities) but were very different in the areas of asking people (much higher for the Kampala students showing their relatedness proclivity) and using computers (much higher for the students from Colorado Springs of an individualistic culture). While some of this difference must be accounted for by the lack of resources for the Kampalan students, the rich descriptions of their network of information seeking within their community was verification of their collectivist approach.

It is important to remember that the data collected from this research is accurate for the subjects under study and cannot be taken as representative of all students from these cities, or of all

students from these types of cultures; however, it is hoped that the information gleaned can shed light on the social contexts of students from these and similar cultures, and can be used to help librarians design instruction and programs that will foster intrinsic motivation in students from both individualistic and collectivist cultures.

### *Tips for Designing Instruction and Programs that Motivate Students*

With these foundations in mind, school librarians who wish to design instruction and programs that are motivating for students should consider the following recommendations:

**Autonomy**
- Allow a degree of topic choice (giving younger children a "menu" of possibilities). Choosing a topic that is interesting is important for students from all cultures.
- Give several choices of presentation options (if a lesson) or reporting mechanism (if a reading program), remembering to include tactile and dramatic options as well as electronic media. This will allow individualistic students to choose more autonomous projects and reporting such as drawing or writing out their reactions to books they have read, and allows collectivist students to work together on presentations or dramatic interpretations of the books they have read together.
- Empower students by including them in the planning process, especially when using grading rubrics. Being included in the planning process is motivating to students of both individualistic and collectivist cultures, though collectivist students may prefer to do this in groups, while individualistic students might respond better to a one-on-one conference with the educator.

**Competence**
- Give guidance—but not restrictions—on "best fit books" and other materials. Individualistic students may prefer the guidance in written form for them to peruse alone, whereas collectivist students may prefer to discuss the choices with other students who have the same interests.
- Teach students how to find materials on their own with guidance when needed. Be available, but careful not to "hover." Students from individualistic cultures will be more likely to try to find material on their own. Collectivist students will more likely want to work with a friend to find material together.
- Have signage that is appropriate for the grade level and make it at eye-height for the users. Consider adding signage in multiple languages. Good signage supports learners from all cultures.
- Use student "experts" in library instruction and programs. While the individualistic student may want to "shine" alone, the collectivist student will more likely want to be in a group of "experts."
- Teach students the research process in stages, with self-checks along the way. The individualistic student may want to check in with the librarian or teacher alone, and the collectivist student with peers.

**Relatedness**
- Seek to know students' interests through daily interactions. Use this knowledge to present examples of projects and themes for programs. Individualistic students may be embarrassed to be singled out, so consider doing this privately for them.

- Attend school and community extra-curricular events and mention these to students who participate. This type of interest is important to students of all cultures. Collectivist student will especially appreciate if the teacher or librarian spoke with their families at such events.
- Connect students who have similar reading tastes through book clubs and blogs, but it is recommended that educators do not force the individualistic student to participate in these group activities.

**Extrinsic Motivators**
- Use extrinsic motivators sparingly and carefully for students of all cultures.
- Give rewards that are relevant to the task. Collectivist students may respond better to a reward for the entire class.
- Allow students to set their own goals (with guidance if needed), and in pairs, groups, or teams for the collectivist students.
- Use small rewards like stickers to help students see their progress through stages in a longer project. This scaffolding technique (Wood, Bruner, & Ross, 1976) appeals to students of all cultures, but those of collectivist cultures may wish to add working with other students in peer instruction.
- Keep the amount of time for reward-giving in a reading program short (2-4 weeks) so students do not become addicted to reading for rewards. This is a must for children of all cultures.

**Building a Growth Mindset (Applies to children of all cultures)**
- Design assignments that enable more than one "try" at finding answers.
- Give feedback that is informational rather than controlling.
- Praise effort, not intelligence.
- Promote playfulness through games, role-playing, and problem-based learning. Give solitary and group options.

**Cultural Sensitivity**
- Allow students to work individually, in pairs, or in groups based on their own comfort levels and cultural contexts.
- Provide many and varied media for students to use for information seeking. Allow and promote interviewing as an option, especially for collectivist students; and allow observing as an option to appeal to individualistic students.
- Encourage students to ask questions of each other. Yes, talking is allowed! This is especially important for collectivist students.
- Provide space for individualistic students to think and work quietly.
- Build a library collection that includes culturally congruent materials.

It is vital to remember that not all children from individualistic cultures have preferences for autonomous activities, just as not all children from collectivist cultures prefer projects in pairs or groups. These preferences are dependent on many factors, including personal temperament and ability to read, and are fluid from day to day for individual students. This is why it is important to give ALL students choices, mindfully including a variety of options that will appeal to students from both individualistic and collectivist cultures. Allow students to move from one type of activity to another as they explore their own preferences and grow into their unique social contexts.

## Areas for Further Research

Exploring the experiences of students from more cultures (as well as immigrants), who are intrinsically motivated to seek information is an area for further research, as is expansion of the age

range of students. Shifting the focus of study from information seeking to pleasure reading is another area to explore.

The authors of this paper plan to conduct a study on the pleasure reading of juniors in high school. The basic research question in this future study is "what are the experiences in the lives of juniors in high school that foster intrinsic motivation to read for pleasure?" An examination of these experiences can lead to an understanding of how juniors in high school are able to maintain their intrinsic motivation to read for pleasure to reap the academic and personal benefits afforded avid readers. The purpose of the study will be to provide insight into what high school students want and need to facilitate reading for pleasure. Through the qualitative data acquired from interviews of intrinsically motivated readers, the researchers hope to unveil best practices that increase secondary student reading.

### *Final Thoughts*

Providing instruction and programming in the school library is not always easy. The librarian is often distracted by other duties, such as substituting for absent teachers, fixing copiers, monitoring study halls, and of course the many tasks that managing a library brings. However, by keeping the principles of fostering motivation in mind during the design phase, instruction and programs can be joyful experiences for not only students of all cultures, but for their school librarians as well.

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