

CHASING CURIOSITY: USING VOICE AND CHOICE IN YEAR 9 HISTORY
TO PROMOTE BOYS' AGENCY

Andrew Doodson

The Scots College, Sydney, NSW, Australia

Abstract

To be curious is to be motivated to take the initiative in one's education. Therefore, developing and inspiring student curiosity in any subject matter can greatly enhance both students' enjoyment and engagement in class. My intention in conducting this action research was to discover the correlation between student autonomy and its effect on student curiosity. In order to do so, teacher-led and prescribed tasks were limited in favour of student-choice exercises. Although learning outcomes were in line with the national curriculum standards for History, for many of the activities, my class of Year 9 students were able to choose the way in which they showed their attainment of those outcomes. The boys were very responsive to this form of learning, with feedback being generally positive at the conclusion of the program. The overall positive impressions obtained from the following research is that the boys prefer to learn in this manner, although an incredible amount of work needs to be done in order to refocus student reliance away from the teacher. With no barriers to curiosity, many of the boys were indeed able to chase those areas of the curriculum in which they found the most interest.

Introduction

I have often observed that some boys naturally gravitate toward topics in Modern History. Many find personal connections with the subject matter or see links with modern societal developments that draw in their curiosity. Many boys, however, do not have an affinity for History. Some will sit and let lessons wash over them or participate as vocal listeners to class discussions, but contribute little to research and completion of work. When asked to complete activities that measure their learning, boys often have little choice over the form and frequently view the classroom teacher as the holder of all knowledge. I have observed that in such a power balance, creativity and student initiative are stifled, with few opportunities for curiosity to reign. I wanted to find a way to teach

my boys that would adhere to the government prescribed curriculum, but also allow scope for the boys to lead their own learning and allow them to chase their curiosity.

The research question that I set out to answer was: How does encouraging a boy's choice in learning promote curiosity in the Year 9 History Classroom?

I have a particular interest in this topic as over the past four years in my employment as History teacher at the Scots College Outdoor Campus: Glengarry, I have felt there was a disconnect between the experiential skills we were teaching in our Outdoor Program compared to the more traditionally structured Academic program. I believed that in order to stoke the boys' curiosity and develop autonomy in the classroom, a level of freedom and choice must be granted.

I also held many personal concerns about the way in which we approach History in our secondary schools in general. We still have such a broad focus on content knowledge and the narrative of History, rather than on a student-driven classroom grounded in the acquisition of 21st Century skills. Such traits, I believe, are more valuable to our boys' future prospects than historical knowledge alone. I therefore wanted to develop a research project that would bring both disciplines of our campus closer in alignment and show the possibilities of a skills-based History classroom driven by the curiosity of the boys.

The 2019/20 action research topic, *Boy Voice and Choice*, offered me the opportunity to explore the use of student autonomy and choice in conveying their knowledge, and to observe if this autonomy enhanced their levels of curiosity in the subject. I found action research methodology beneficial in my study as it enabled me to build upon the already strong pastoral connections with my students. Rather than viewing my results through a purely quantitative lens, the anecdotal nature of this methodology appealed to the mentor and mentee relationship of our school program. Many conversations were had with my students outside of regular school hours, such as during Dorm time, meal times and recreational activities. This made the research process a more manageable and holistic experience.

Literature Review

There is bountiful literature remarking on the need for development in our classroom pedagogy to better suit the world in which we hope our boys will thrive. In the 21st century, however, there is a broad generational gap between systems of schooling and the swift development of industry and technology (Giedd, 2012). The premise of knowledge acquisition, for so long being the cornerstone of traditional schooling, is now joined by Soft Skills as being vital in a world where information can

be gathered and digested both freely, easily, and outside the confines of the classroom (Lambert, 2017). The role of the teacher, therefore, requires a shift away from “keeper of knowledge” if we hope to prepare our students to thrive in an ever-changing digital world (Lambert, 2017). The future workplace is a changeable one, a post-industrial environment ruled by digital media and geared towards those most readily able to think critically, create and adapt. I believe that our role as educators is to best prepare our students for this world. As Kereluik et al. (2013) state, “the Internet and digital media represent a new realm of interaction of which successful navigation is essential for success in the 21st century” (p. 132).

21st Century competencies are believed to be some of the most relative skills in a modern, technology driven workforce that focuses less on traditional, academic, or cognitive skills and more on interpersonal or soft skills (Lambert, 2017). There are many various models for these 21st Century competencies and a number of international organisations are conducting ongoing research into their adoption. United Nations Educational, Scientific and Cultural Organisation (2013), for example, proposes “Transversal Competencies” aimed at developing innovative thinking, inter/intra-personal skills and citizenship, whereas the Organisation for Economic Cooperation and Development (2016) “Learning Compass” focuses on personal values, transformative competencies, and student agency. This goal of teaching for skills is not a new idea. One only needs to look at the Dalton Method, first constructed in 1912 and published in the 1920s, to see that student-centred learning environments are not a new construct. Teacher and author, Helen Parkhurst (as cited in van der Ploeg, 2014) designed the Dalton Method so that students would become culturally and morally responsible, with independence seen as being key to prepare the youth for work and life.

Regardless of lack of consistency in terminology, 21st Century skills normally include humanistic qualities such as creativity, collaboration, critical reflection, and communication that are commonly known as the 4Cs (Anderson, 2019, para 2). In a world where manual labour is being quickly overtaken by automation, it is these uniquely human based skills that will allow our students to flourish.

Anderson (2019) suggests that 21st century skills form the basis of an “infinite” (para. 8) learning cycle and, although many state educational authorities, such as Queensland Curriculum and Assessment Authority (2019), have reference material explaining the importance of these competencies, there is limited literature explaining how best to teach these skills in classrooms that are confined by “finite” testing expectations. I felt, therefore, that the History classroom formed an

ideal vessel through which to explore these 21st century skills. Through utilisation of digital literacy, History gives us an opportunity to critically reflect on events of the past, to communicate understanding and knowledge, to collaborate constructively with peers, and to create new and exciting modes of conveying our learning.

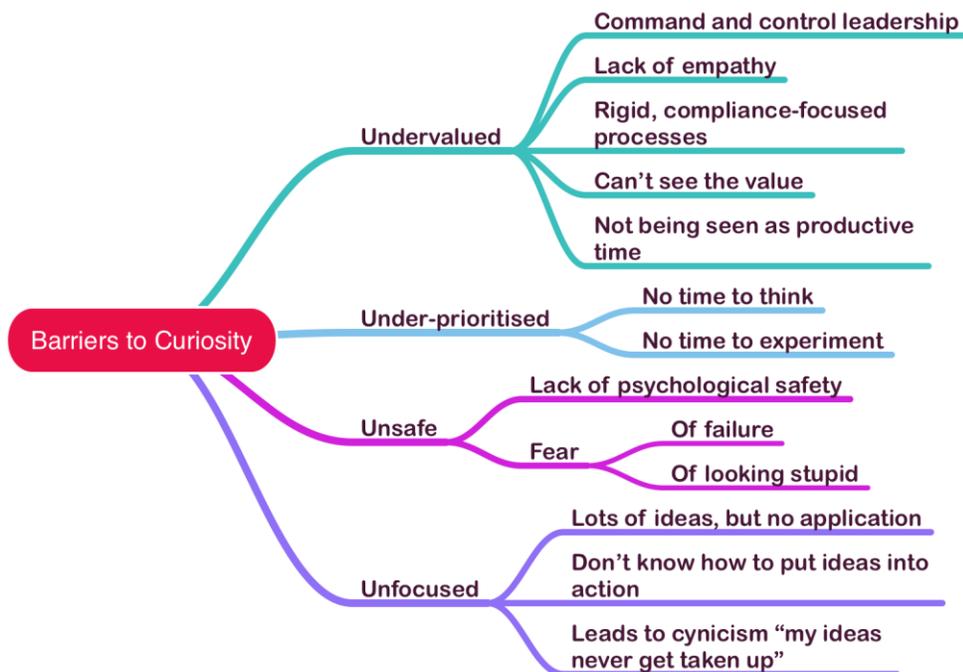
Subject History is also highly capable of sparking student curiosity, a notion I believe to be integral to the learning process, which Scott (2018) describes as:

*The driving force behind creativity and innovation. If we want learning, and if we want to create change, we need to start by cultivating a sense of curiosity...Curiosity is what happens when there's a perceived gap between what we think we know and what we think we *could* know. As humans, we naturally want to fill that gap. (para. 2)*

Scott (2018) summarises the specific barriers to evoking curiosity with the following, survey-based graphic (Figure 1):

Figure 1

Scott's (2018) Barriers to Curiosity



Finite learning structures such as standardised testing and overly prescriptive, compliance-based assessments are shown here in the first branch to be naturally prohibitive barriers to curiosity (Anderson 2019). When constructing a unit of work for my History students, it was integral to avoid these barriers for the cultivation of their curiosity and, therefore, the successful instruction of the 4Cs 21st Century learning.

Autonomous learning environments allow students a chance to take control of their learning (Jusik & Taylor, 2018). They allow them the scope to pursue their passions, increase their sense of responsibility, and can increase their motivation for learning. Jusik and Taylor (2018) remark, “even the illusion of autonomy is enough to ignite the curiosity spark within us all” (para. 1).” Student choice lies at the heart of this autonomy. The more parameters placed upon a learning environment or activity, the less scope for student choice and, according to Ryan and Deci’s Student Determination Theory (2000), the less engagement of the pupil. Ryan and Deci further explain that students with minimal self-determination in how and what they learn are less likely to seek out challenges or higher order thinking exercises (2000).

In the context of this action research project, students’ choice and autonomy in how they show evidence of their learning forms an integral part of instruction. Jusik and Taylor (2018) explain:

While some students prefer more autonomy than others, giving the class the option to learn independently allows those who enjoy autonomy to flourish. Moreover, students who require additional support and guidance are quickly identified by the teacher and then assisted to complete the task. (para. 6)

This concept aligns closely with the work of Reichert and Hawley (2014) and their close examination of boys’ predisposition for constructivist activities and relational learning. In an autonomous learning environment, the teacher is no longer the centre of all instruction. Those students capable of learning independently can do so and those who require additional instruction have more time to develop their skills with a lower teacher/student ratio. Reichert and Hawley, in their studies on male engagement in the classroom, explain that boys generally learn better from teachers with whom they have an established connection and who have taken the time to ascertain individual needs and support structures. Furthermore, their studies found that teachers who engaged with pupils in a wider context than the classroom alone found greater success in student engagement. In the context of my campus, a boarding school of Year 9 boys, where open conversation on concepts of vulnerability and manhood are encouraged, I believe such findings to be integral and particularly relevant to my situation.

Reichert and Hawley (2015) have also explored the types of activities that increase boys' engagement in class. Ultimately, young men are inclined toward activities that require them to move, construct, play, or a project that ends in a definitive product. A student of mine explained that a computer programming activity he completed in the past, "was fun because I made it from scratch and it was simple, but fun to play by the end." Reichert and Hawley describe such an interaction as a *transitive* element "to arouse and hold student interest" (p. 39) and is espoused by Jusik and Taylor (2018, para. 1) as integral in sparking student autonomy.

Research Context

The Scots College is an independent day boys' and boarding school situated in the Eastern Suburbs of Sydney, Australia. It ranges from Kindergarten to Grade 12 across multiple campuses and has an emphasis on creating fine young men of courage and faith. The boys come from many different backgrounds with a number of international, rural, and local attendees.

In Year 9 (14-15 years of age), all students attend the Glengarry campus for a six-month residential and outdoor program designed to give boys a degree of autonomy and responsibility in a boarding environment. The campus is situated in Kangaroo Valley, about 200 kilometres south of Sydney, and occupies several hundred acres of reclaimed and forested farming land on the banks of Lake Yarrunga. On weekends, the boys are taken on a variety of hikes and outdoor activities and during a regular week, they attend classes in all of the key school disciplines.

About 80 boys attended my History classes during my action research with ten students volunteering for interviews. As part of a topic covering Australia's involvement in World War One, I would see each of my four classes, three times a week

A letter of consent outlining the nature of the action research was sent to all interviewees and their parents. All students were assured that their participation was entirely anonymous with any data collected being purely used for educational purposes. Anonymity was maintained by ensuring that all names of participants are redacted.

The Action

Initially, I explained to each of my classes, the purpose of delivery of content for the period of the action research. As the fundamental premise of this action was to enable the voice and choice of boys to shine through, it was important that they were all abreast of my research topic and had some level of investment in its outcome. As the delivery of content was going to be significantly altered to what they were used to in their past learning, a few lessons were spent discussing,

understanding, and practising multiple ways of showing one's knowledge and working autonomously to achieve set goals.

The Projects

The entire ten-week course examining Australia's involvement in World War One was split into four distinct projects. Each project would focus on different skills, use different resources and allow differing forms of autonomy to allow student curiosity to thrive. The projects were delivered to students using a single page word document, which outlined simple instructions and the desired Syllabus Outcomes for student learning (NSW Education Standards Authority (NESA), 2016, p. 14). The projects offered increasing levels of autonomy and were as follows:

Project One: A prescribed task for all students to create an annotated map of Gallipoli and an explanation using no more than 200 words to meet the Outcomes.

Project Two: In small groups, students were allocated 1 of 4 topics concerning the Australian Home Front in World War One. Each group would need to teach that topic to their peers in a way that would require their classmates to prove their learning and meet the designated Outcomes. How they went about teaching the subject was their choice.

Project Three: Student free-choice to show their knowledge of the outbreak of war in Europe and how Australia became involved. Students would need to use at least one visual and one written element to meet the Outcomes.

Project Four: Student free-choice with no restrictions in form or length exploring the lasting legacy of World War One on Australia. In their response, students would need to utilise some kind of interview with an adult peer to meet the Outcomes.

Delivery and Student Resources

Each project folder containing curriculum outcomes and full written and digital resources was delivered using USB drives. No internet connection was used by students unless they filled out an Online Research application outlining their prior knowledge and specific content they wished to access.

Data Collection

Data collection for this action took four differing forms. Firstly, a selected group of volunteers from different classes undertook a pre-action interview about their perceptions of what dictates "an enjoyable lesson" and what role or scope curiosity has in the classroom. These interviews were semi-structured and, starting from a simple interview guide, allowed questions and answers to flow organically to gain an authentic response from interviewees (Mertler, 2017). A mid-action

interview was also conducted with each of these volunteers that asked the boys to compare their previous observations with the projects they had completed using questions intended to allow for student reflection. A final round of interviews was conducted at the conclusion of the action after the majority of data had been analysed in order to discuss and reflect on some of the pertinent findings.

Secondly, teacher observations and fieldnotes were taken throughout the process, to be analysed later. These notes generally covered the entire year cohort, but also specifically focused on the group of interviewees, especially after the submission of any pieces of work. Thirdly, student submissions were taken from each of the four projects that made up the action and scaled against an "Originality & Creativity Rubric." This rubric spanned from -3; representing an incomplete or unsubmitted piece of work, through to a *Base 0*; representing all outcomes met satisfactorily, to +3; representing above and beyond outcomes. As each of the four projects included elements that placed no limits on student submissions (i.e. no word limits, no time limits, no prescribed media or format usage), the extent and mode of the work completed by students was entirely their choice and driven largely by their own curiosity in the subject matter.

Finally, a simple, post-action survey of multiple choice, rating scale, and short answer questions was offered voluntarily to the entire year cohort. I also utilised quantitative data to ensure my interview group was from a wide range of academic ability and in order to polyangulate student opinions during the interview process against actual academic outcomes (Mertler, 2017, p. 11).

Data Analysis

Once the four projects had concluded, I began analysing the interview transcripts from both before, and during, the action. I did this by colour coding similar themes from each interviewee and grouping responses into designated categories. I used a similar coding system for the cohort-wide survey to ascertain the general prevalence of these observations across the entire year group. The work samples from each of the four projects were then scaled against the Originality & Creativity Rubric. Using this coding scheme, I was able to identify how unique the submitted work was, and compare it against other submissions, teacher observations, and interview feedback. Once all data had been coded and categorised, I took the time to analyse any common themes before drawing some conclusions. I then returned to my interviewees for our final discussion, which was influenced by many of these conclusions. This final interview was used to answer my ultimate research question which was the extent to which student agency translated to greater curiosity and learning in the classroom.

Discussion of Findings

Students Appreciate Autonomy and Choice

In the first round of student interviews, the majority of boys identified the desire to have an autonomous approach to learning. The interview questions asked the boys to first identify and then elaborate on what they could remember from an enjoyable lesson from their schooling career. One student discussed an ICT project where he was required to code a simple video game. Another described a drama project in which he was given a theme, but limitless scope in how to convey a performance to that theme. Regardless of what lesson the boys described in these interviews, they predominantly shared three common observations: clear teacher explanation and instructions, little to no whole-class instruction during the project, and free reign for students to reach clearly defined outcomes with some autonomy. Each of the four projects of this action research were therefore designed so that teacher-to-class instruction was minimal and that all resources were available for students to progress through the content in an order of their choice.

In my second round of interviews with these boys in Week Five of the program, students predominantly agreed with their opinions from the first round of interviews. Some notable responses were from Boy One: "I enjoyed the map marking (Project One). It didn't feel like work, but it was still hard, because I needed to find the right resources to do it right." Boy Two explained: "The teaching work (Project Two) is hard because we need a good idea to teach. It's good to talk (to the teacher) and make sure we are doing the right thing. We (his group) talk a lot, but I like that we can do the work when we want." Boy Two and his group eventually submitted a Project that scored highly on the creativity scale, but in a discussion with me later in the program, he explained that his group, when given autonomy to complete the work in a way and time that they chose, also left the majority of the task to the last minute to complete. This was an observation I made for many students, especially at the end of the program and the submission of Projects Three & Four.

In the final, anonymous and cohort-wide survey, student responses were overwhelmingly favourable to the autonomy and choice provided with the four projects. Some particular observations from the 73 responders were:

Boy Three - "The freedom as to when you wanted to work and what you wanted to work on was good as it made you want to work more."

Boy Four - "I found history really good as we had a lot of freedom in how we did task's [*sic*] and the amount of time we had to submit them."

Boy Five - "We covered content I was not familiar with previously which is good. Wish you would actually teach more as you just let us find out the answers. If you do this what is the point of a teacher [*sic*]."

Boy Six - "I really enjoyed being able to take the entire class period to work on something instead of a teacher giving us a tiny bit of time at the end of a near whole class time lecture."

In conclusion, results and feedback from the boys showed that, generally, they enjoyed autonomy and choice in how they show their learning, although the lack of direct teacher instruction often lead to times of distraction. I believe, however, time management and allocation is a life skill that is perhaps far greater in importance in the modern work and learning environment than subject knowledge alone.

Curiosity is Often Undervalued

As part of the initial interview process, I asked the boys to read a list of ten words that I had created and place them into order of importance for their schooling. These words varied in topic from *Creativity*, *Collaboration* and *Curiosity* to *Grades*, *University Admission* and *Socialising*. The spread of answers was particularly varied. *Curiosity* was only included in the top two answers by one student and only placed in the top half of the list by four students. There were no obvious trends in answers for students, save that *Grades* normally featured in the bottom three responses. When I raised similar questions during discussions with parents of boys from my dorm, *Grades*, *University Admission* and *Socialisation* always featured highly, however *Creativity* and *Curiosity* were not typically featured in the top half of responses. From these data we can generally conclude that curiosity was not valued by the boys or their families.

In Projects Two, Three & Four of the action, the limit to the work that students could complete was purely abstract and limited by time, prescribed outcomes, and the lengths of student curiosity in the subject matter. Word, page, and multimedia time limits were not prescribed. The work would be deemed "finished" when the outcomes had been reached and the student was satisfied. In week Four, I began keeping a tally in my field notes of the number of instances that I was shown work by a student and asked if it was enough for full marks. Instances of such questioning were considerably higher in the classes containing generally higher achieving students. In other classes, however, many students were more interested in completing work that they enjoyed doing, rather than adhering to any notion of grading.

Understandably, students who found links between the subject matter and their own lives easily “fell down the rabbit hole” of curiosity. For example, I asked a student who had completed an exceptional annotated photo collage about returned WW1 Australian soldiers to explain why he decided to approach the subject in such detail. He explained that because he lived in the suburb he was researching as part of the task, he felt connected to the topic and could use his own photos of his house and street. He explained: “It felt less like school work and made classes go quickly.” This student’s curiosity allowed him to pursue the topic to an end point of his choosing and he produced a number of pages of informative analysis as a result.

In conclusion, although the majority of students attested that grades are generally not personally important in their schooling, this was nevertheless a key guiding factor in the amount and quality of classroom work they completed. It would seem, autonomy alone does not ensure or create an environment primed for student creativity, nor is creativity seen as vitally important by students or parents in a schooling system so dominated by grades and results.

Risk-taking was Limited in Communication, Collaboration and Creativity

With the lack of teacher prescription in the completion of Projects Three and Four, students were ultimately responsible for proving their knowledge in any way they saw fit. Throughout Projects One and Two, numerous alternative methods of communicating understanding were explored; from graphic organisers and annotated maps, to podcasts, vlogs, and posters. Likewise, individual and collaborative methods of task completion were discussed. “Working with mates” was a common response during the pre-interview sessions at the beginning of the program, so I was keen to promote laissez-faire collaborative groups to increase student enjoyment. When offered the opportunity of free choice, however, in the face of almost no chance of failure, a large proportion of the boys fell back on familiar and safe methods of communication that had been developed throughout their schooling careers.

Although the boys often groaned when prescribed a writing task, when given a choice in how to convey their knowledge of any subject during this action, many boys referred back to written forms alone. These usually took the easiest forms possible, being predominantly unstructured and “stream of thought” in nature. This trend was particularly prevalent in the completion of Projects Three and Four, where of the over 180 pieces of work submitted across all the classes in the cohort, 112 contained predominantly written forms of explanation with 62 of those containing written forms alone. Roughly 25 submissions were podcasts or short videos and another ten were either

digitally or manually illustrated pieces of work. Nevertheless, there were a number of unique and creative pieces of communication, such as: speeches, comics, a model, and a well-crafted song.

Collaboration was likewise very limited, with only 12 pieces of work being submitted as part of a group. Most of these, although quite short, scored very highly on the Originality & Creativity Rubric and were generally of higher quality than many individual submissions. Although scope for responses was large, through feedback in the final interview stage and my collected field notes, curiosity was often observed to be stifled by the need of the whole group to be satisfied with the work. The smaller the group of students, the more complex and creative the final product proved to be on the Originality & Creativity Rubric. Pairs and some groups of three generally scored in the +2 to +3 range on the scale, whereas the average dropped significantly with each additional group member. In my final round of interviews, Boy Two, who completed one Project as a group of four remarked; "We tried to work as a group, but couldn't agree how to present our information together. So we just wrote it out." In this instance, the need to satisfy every group contributor when no specific mode of completion was prescribed by the teacher, led the creativity in the response to be limited; the exact opposite of the desired effect of this action research.

For my interview group, there were five boys who submitted predominantly written submissions for these projects. In our final round of interviews, I questioned the boys about the method of their responses and why they fell back onto a written format. Some notable responses were:

Boy One: "It was easier to write an answer than think of a different way to do it."

Boy Seven: "We did writing in History last term so I thought it was easier."

Boy Eight: "I ran out of time and needed to get something done."

Although structured writing techniques are taught to students throughout high school (and were concurrently being taught to these boys in English class at the time of this action) students were either unwilling or unmotivated to apply such techniques in this History classroom during this program.

In conclusion, when given free will to select communication methods, many students opted for methods that they felt comfortable with and that they believed to be of best efficiency. Results from my data in this research showed that the method of smallest risk for students was unstructured, written paragraphs.

Conclusion and Implications for Practice

Handing over the control of content and assessment form had an overall positive impact on the boys' confidence in organising their learning. Many had an opportunity to explore elements of the curriculum with which they held true interest and curiosity, and this showed in the pieces of work that they constructed. My classroom relationship with students became far more relaxed and I occupied a position of guide, rather than dictator. One-on-one teaching greatly increased, and I was able to allocate my time to those students that required it most.

In general, I feel that the scope and radical nature of this action proved a steeper learning curve than I originally expected. Students gleefully accepted and anticipated a program where they had the utmost control over what they produced. However, in practice, my overwhelming conclusion was that the boys lacked those skills required to effectively time manage and interact with peers in a way that was both enjoyable and yet productive. This was in no way the fault of the boys, but rather, the result of a schooling system that values *what* a student completes instead of *how* a student completes it. Some level of teacher control and leadership in tasks will always be required to ensure maximum completion of work, but what level and in what form that control needs to take is fuel for future investigation.

Reflection

In 2016, I began my first full-time teaching position with the Scots College, Glengarry Campus. Almost immediately, I noted a significantly different interaction between staff and boys in an environment geared to a mentor-mentee, rather than a teacher-student relationship. From that point, I began thinking of ways I could change my classroom practice to not only benefit the boys' education, but propagate this positive relationship. The notion of 21st Century skills quickly came to the fore and I began tweaking my delivery and content as a result.

This IBSC Action Research has given me a platform to formally analyse and take a significant leap in my understanding of future pedagogical developments. It has also given me a language and method in which to reflect on and evaluate my teaching practices. I consider myself lucky that the topic; *Boy Voice and Choice* came when it did as it injected a sense of formality to my experimental forays and provided a vessel in which to test the ideas keeping me awake at night.

I had little idea of what action research was before starting this journey and had little notion of how far my knowledge would come as a result. I do not know if I will ever write such an extensive report on my teaching practice again, but I feel the lessons learned whilst participating in this cohort will offer a lens through which I will reflect on all of my future practices. This experience has also

offered the opportunity to discuss my ideas with like-minded teachers from around the world in some fantastic conversations and creative brainstorming. Such interactions, coupled with the sage advice from my team leader, definitely ranks as a career highlight.

Most importantly, throughout this entire experience, my students and their enthusiasm has kept me motivated to strive forward. Although my research and many external factors have thrown a number of curve balls in the last year, my students' creativity and positive feedback throughout has made this entire undertaking worthwhile. As such, I am proud to share my experiences and research with my school and wider IBSC community.

References

- Anderson, M. (2019). Why do we educate our children? Is why being lost in the how (all the testing and measurement) in Australia? <https://www.aare.edu.au/blog/?p=3791&fbclid=IwAR1KPsKYATPs4heT4EFp2o7rvXrX90HUUJXI1lCxQ8hqpQTU1iiE3sUNi3k>
- Giedd, J. M. (2012). The digital revolution and adolescent brain evolution. *Journal of Adolescent Health, 51* (2), 101-105.
- Jusik, P., & Taylor, K., (2018) Autonomy in the classroom: an international perspective. <https://www.educationreview.com.au/2018/09/autonomy-in-the-classroom-an-international-perspective/>
- Kereluik, K., Mishra, P., Fahnoe, C., & Terry, L. (2013). What knowledge is of most worth. *Journal of Digital Learning in Teacher Education, 29*(4), 127-140. <http://dx.doi.org/10.1080/21532974.2013.10784716>
- Lambert, P. (2017). Future frontiers background paper: Hard focus on “soft” skills. *Education: Future Frontiers*. [https://cica.org.au/wp-content/uploads/Hard focus on soft skills Dr Phil Lambert.pdf](https://cica.org.au/wp-content/uploads/Hard%20focus%20on%20soft%20skills%20Dr%20Phil%20Lambert.pdf)
- Mertler, C. A. (2017). *Action research: Improving schools and empowering educators* (5th ed). SAGE Publications.
- Organisation for Economic Co-operation and Development (2016) *Education 2030 project*. <http://www.oecd.org/edu/school/education-2030.htm>

- Queensland Curriculum and Assessment Authority (2019) 21st Century Skills for Senior Curriculum. https://www.qcaa.qld.edu.au/downloads/senior/snr_syll_redev_21st_century_skills_position_paper.pdf
- Reichert, M., & Hawley, R. (2010) Reaching boys: an international study of effective teaching practices. *Phi Delta Kappan*, 91(4), 34-40. https://www.researchgate.net/publication/275515050_Reaching_Boys_An_International_Study_of_Effective_Teaching_Practices.
- Reichert, M., & Hawley, R. (2014) What relationships mean in educating boys. *Education Week*, 33(30), 32-33. <https://www.edweek.org/ew/articles/2014/05/07/30reichert.h33.html>
- Ryan, M., & Deci, E.L., (2000) Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78
https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf
- Scott, D. (2018) *Cultivating Curiosity*. <https://digbyscott.com/2018/03/22/cultivating-curiosity/>
- United Nations Educational, Scientific and Cultural Organisation (2013) *Transversal competencies in education policy and practice: Regional synthesis report*. Asia-Pacific Education Research Institutes Network (ERI-NET). UNESCO, Thailand.
- Van der Ploeg, P. (2014) Dalton Plan: Origins and Theories of Dalton Education In D. C. Phillips (Ed.), *Encyclopedia of Educational Theories and Philosophies*, Vol 1. SAGE pp.207-208.