

**TO WHAT EXTENT IS THE DEEP ENJOYMENT
OF FLOW EXPERIENCED IN PRIMARY CLASSROOM
LEARNING, AND UNDER WHAT TEACHING AND
LEARNING CONDITIONS MIGHT THE
DEEP ENJOYMENT OF FLOW BE FACILITATED?**

by

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Doctor of Education**

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CERTIFICATE OF ORIGINALITY

I certify that the work in this thesis has not previously been submitted for a degree nor has it been submitted as part of requirements for a degree.

I also certify that the thesis has been written by me. Any help that I have received in my research work and the preparation of the thesis have been acknowledged. In addition, I certify that all information sources and literature used are indicated in the thesis.

I certify that I have received ethics clearance from the appropriate authorities in accordance with UTS policies on human and animal research.

Signature of Candidate

.....

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TABLE OF CONTENTS

CERTIFICATE	ii
ACKNOWLEDGEMENTS	iii
LIST OF FIGURES	xiii
ABSTRACT	xiv
Chapter	
1. INTRODUCTION TO RESEARCH	1
1.1 The importance of deep enjoyment or flow in learning.....	1
1.2 The research problem.....	3
1.2.1 The aims of the dissertation.....	5
1.3 The study: How it emerged.....	5
1.4 Rationale for the study.....	7
1.4.1 Sources of enjoyment: Conceptual issues.....	7
1.5 The experience of enjoyment.....	10
1.6 Context of the study.....	14
1.7 Methodology.....	15
1.8 Significance of research for practice.....	16
1.9 Definition of terms.....	16
1.10 Assumptions and limitations.....	18
1.11 Organization of the dissertation.....	19
2 SUMMARY	20

2	REVIEW OF LITERATURE: FLOW	22
2.	Introduction.....	22
2.1	Flow: The psychology of happiness.....	23
	The elements of flow.....	26
	The nine components of flow.....	28
2.1.1	We confront tasks we have a chance of completing	28
2.1.2	We must be able to concentrate on the task.....	29
2.1.3	The task undertaken has clear goals.....	29
2.1.4	The task provides immediate feedback.....	30
2.1.5	There is effortless involvement:	
	no awareness of worries.....	30
2.1.6	People exercise a sense of control over their actions	31
2.1.7	Concern for self disappears:	
	sense of self emerges stronger.	31
2.1.8	The sense of the duration of time is altered.....	32
2.1.9	The experience becomes autotelic:	
	it is self motivating.....	32
2.1.10	Model of the structure of flow.....	33
2.1.11	Microflow and flow deprivation.....	36
2.2	Flow in relationship to learning theory.....	37
2.2.1	There must be time to complete the task.....	37
2.2.2	We must be able to concentrate on the task.....	40
2.2.3	The task has clear goals.....	42
2.2.4	The task provides immediate feedback.....	44

2.2.5	There is effortless involvement: no awareness of worries.....	46
2.2.6	People exercise a sense of control over their actions	49
2.2.7	Concern for self disappears: sense of self emerges stronger..	53
2.2.8	The sense of the duration of time is altered.....	55
2.2.9	The experience becomes autotelic: it is self motivating.....	56
2.3	Flow in the Classroom.....	61
2.3.1	Armstrong (1998).....	61
2.3.2	Csikszentmihalyi (1997a).....	61
2.3.3	Larson (1988).....	62
2.3.4	Nakamura (1988).....	62
2.3.5	Csikszentmihalyi (1975).....	63
2.4	SUMMARY.....	63
3	RESEARCH DESIGN AND METHODOLOGY.....	64
3.	Introduction.....	64
3.1	Research design and methodology.....	64
3.1.1	An interpretive case study.....	65
3.1.2	Case study: Sampling and interviews.....	67
	The interview process	70
	Children – Whole class interviews.....	71
	Case Study: Selection and interviews	72
	Children’s interviews.....	72

	Teacher interviews.....	73
3.1.3	Case Study: Observation.....	74
	Researcher: Participant as observer.....	76
	Research observation: Field notes.....	77
3.1.4	Case study: Documents.....	77
3.1.5	Implementation.....	78
	Triangulation.....	79
	Validity, reliability, values and assumptions.....	80
	Validity.....	80
	Reliability.....	81
	Values, assumptions and role of the researcher.....	82
	My role in research.....	83
	Approval to conduct research.....	83
3.1.6	Case study analysis.....	84
3.2	Summary.....	86
4	RESULTS: THE STUDENTS.....	88
4.	Introduction.....	88
4.1	Sources and components of enjoyable learning.....	93
4.1.1	There must be time to complete the task.....	93
4.1.2	Concentration on the task.....	95
4.1.3	Enjoyable tasks have clear goals.....	107
4.1.4	Provide immediate and comprehensible feedback..	110

4.1.5	Deep and effortless involvement:	
	no awareness of worries...	114
4.1.6	There is a sense of control over the task.....	119
4.1.7	Concern for self disappears:	
	sense of self emerges stronger..	124
4.1.8	The sense of duration of time is altered.....	131
4.1.9	The experience becomes autotelic:	
	it is self motivating.....	133
4.2	Summary.....	137
5	RESULTS: THE TEACHER.....	139
5.	Introduction.....	139
5.1	The teacher, teaching and nine components of flow.....	140
5.1.1	There must be time to complete the task.....	140
5.1.2	Concentration on the task.....	143
5.1.3	Enjoyable tasks have clear goals.....	148
5.1.4	Provide immediate and comprehensible feedback...153	
5.1.5	Deep and effortless involvement:	
	no awareness of worries.....	155
5.1.6	There is a sense of control over the task.....	165
5.1.7	Concern for self disappears:	
	sense of self emerges stronger..	173
5.1.8	The sense of duration of time is altered.....	175

5.1.9	The experience becomes autotelic: it is self motivating.....	175
5.2	Summary.....	179
6	RESULTS: THREE CASE STORIES	181
6.	Introduction.....	181
6.1	Three topical examples: Matt, Elise and Peter.....	181
6.1.1	Matt: Introduction.....	182
	Peers can disturb concentration.....	182
	Having well honed skills.....	183
	Feedback: extrinsic to intrinsic motivation.....	183
	Anxiety in learning.....	184
	Control in learning.....	185
	Autotelic behaviour.....	187
	Self-determination motivation theory and Matt's enjoyment	188
	Matt: Summary.....	190
6.1.2	Elise: Introduction.....	191
	Paying attention.....	191
	Initial anxiety.....	192
	Control of task.....	193
	Degrees of enjoyment	195
	Autotelic experience.....	196
	Elise: Summary.....	197

7.2.3	Natural competencies and past success:	
		enabling flow in learning... 224
7.2.4	Success and confidence:	
		a possible relationship with Maslow.... 225
7.2.5	Collaboration and the fun of flow in the classroom.....	227
7.2.6	The need for conceptual change:	
		motivation and flow in learning..... 228
7.3	Recommendations.....	230
7.3.1	Recommendations for teachers.....	230
7.3.2	Recommendations for teacher educators.....	231
7.3.3	Recommendations for curriculum writers.....	232
7.3.4	Recommendations for policy makers.....	232
7.4	Suggestions for further research.....	233
7.5	Conclusion: final words.....	236
	BIBLIOGRAPHY	238
	APPENDICES	245
A	APPENDICES Data gathering instruments	245
A1	Question guide 15/6/99, for children's interviews.....	246
A2a	Teacher interview 10/5/99.....	247
A2b	Teacher interview 2/6/99.....	248
A2c	Teacher interview 8/6/99.....	249
A2d	Teacher interview 25/6/99.....	250
A2e	Teacher interview 30/6/99.....	251

LIST OF FIGURES

Figure	Page
1.5	Conditions for flow experienced in work, leisure, and learning..... 11
2.1	Model of flow and non-flow states..... 35
3.1	Chronological description of research format..... 78
4.1	Component characteristics of flow identified within the learners conversations about their enjoyment of learning... 92
7.1	A visual format for the cycle of continued growth and development in learning..... 226

ABSTRACT

The primary purposes of this research were to identify if and how a selected teacher and her class experience deep enjoyment as flow in the classroom, and if they do have that experience, to investigate the teaching and learning factors that facilitate that deep enjoyment. In particular this research had the following three aims:

1. to explore the conditions and activities that are identifiable in learner's perceptions of their deep enjoyment or flow in learning.
2. to identify the component characteristics of flow articulated in the learners' stories about their enjoyable learning experiences.
3. to identify and examine perceptions of deep enjoyment or flow in learning in teacher practice and student learning through a teacher's stories of her teaching experience and through classroom observations.

The research involved a case study of a teacher in a state school Year 5/6 classroom, and seventeen of her students. Qualitative data were collected from interviews with the teacher, interviews with the students, and field observations recorded in the researcher's journal over a period of several months. These data, analysed by using the NUD*IST software, provide valuable insight into how the teacher and her students perceive their teaching and learning experiences.

The children and their teacher do experience enjoyment, often the deep enjoyment of flow in their classroom. A classroom culture was identified that includes teaching characteristics, environmental, and instructional variables, which help facilitate deeply enjoyable flow in meaningful learning.

This research concludes that the intellectual knowledge is available which will make flow facilitating classroom cultures achievable. Achieving such a classroom culture is possible when educators identify and value the enjoyment of flow, with its subsequent sense of learner control, confidence, success, well-being, energy and motivation to learn. To do this, educators need to identify and implement the teaching and learning strategies available that facilitate the experience, with the intention of ensuring recurrent learner success from the early years of school attendance. Such a change in the educational ethos would lead to successful, enjoyable and vibrant learning experiences for teacher and learner in the classroom.