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Learning Motivation in the Context of Educational Environments in Hungarian minority students from Vojvodina – Presentation of a Research Plan

This presentation introduces a research plan that examines the development of learning motivation among Hungarian-speaking university students in Vojvodina across three distinct educational environments: face-to-face, online, and hybrid formats. One of the novelties of the research lies in the expansion of the sample, allowing for comparisons not only between different forms of education but also between diverse fields of study (teacher education and technical higher education) and motivational patterns. The study aims to explore the long-term effects of digital education and how students' self-regulation, interest, perseverance, and social motivation have evolved. The research applies a mixed-methods approach, combining questionnaire-based data collection, focus group interviews, and longitudinal comparisons. The presented plan aims not only to deepen our understanding of learning motivation among Hungarian students in Vojvodina but also to contribute to the development of adaptive models in higher education.

Keywords: learning motivation, hybrid educational environment, self-regulated learning, intercultural higher education