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Sommario/riassunto	This book is based upon three interrelated open naturalistic studies conducted to better characterise the motivational orientation of students in higher education. Open semi-structured individual interviews were conducted with undergraduates, students at community colleges and students in taught postgraduate courses in Hong Kong. The analysis used an exploratory grounded theory approach and resulted in a motivational orientation framework with six continua with positive and negative poles. On enrolment students had positions on the six facets of motivation, which shifted as they

progressed through their degree according to their perceptions of the teaching and learning environment. The framework can, therefore, be used to explain both initial decisions to enrol and motivation to continue studying. The interviews included descriptions of teaching approaches and learning activities and their effects on motivation. This made it possible to describe a teaching and learning environment conducive to motivation, with eight supportive conditions. Each facet of the teaching and learning environment is illustrated with quotations from the three groups of students, resulting in a guide to configuring a teaching and learning environment conducive to motivating students. The emerging community-college sector in Hong Kong is used as a case study of the effects on student motivation of the expansion of the higher education sector through private colleges. Cultural issues are discussed, particularly the performance of Asian students relative to those in the West.
