			Pre-Test	Intervention Phase	Post-Test	Follow-Up-Test
Students and teachers from 8th and 9th grades in the school year 2001 to 2002	Control Groups; first part of the school year 2001 to 2002 Treatment Groups; second part of the school year 2001 to 2002	Quantitative Part	General Psychological Tests Well-being, School satisfaction, Social climate, Support from parents, Learning strategies Domain-specific Psychological Tests Motivation, Self-concept, Well-being, Interest, Anxiety, Teacher behavior Subject-specific Achievement	Instruction without ECOLE approach	State Measures Well-being, Interest, Anxiety, Anger, Boredom, Teacher behavior Subject-specific Achievement	Domain-specific Psychological Tests Motivation, Self-concept Well-being, Interest, Anxiety, Acceptance of the lesson Subject-specific Achievement
		Qualitative Part	Semi-structured interviews with selected students and all teachers	Semi-structured diaries (students and teachers); Video-based observation	Semi-structured Interviews with selected students	
		Quantitative Part	General Psychological Tests Well-being, School satisfaction, Social climate, Support from parents, Learning strategies Domain-specific Psychological Tests Motivation, Self-concept, Well-being, Interest, Anxiety, Teacher behavior Subject-specific Achievement	Instruction with ECOLE approach Each unit was divided into two instructional phases	State Measures Well-being, Interest, Anxiety, Anger, Boredom, Teacher behavior Exercise Test Subject-specific Achievement	Domain-specific Psychological Tests Motivation, Self-concept Well-being, Interest, Anxiety, Acceptance of the lesson Subject-specific Achievement
		Qualitative Part	Semi-structured interviews with selected students and all teachers	Semi-structured diaries (students and teachers); Video-based observation	Semi-structured Interviews with selected students	
		Time	Before the Intervention	12—18 lessons	After the intervention	Six weeks later