Building Autonomous Learners: Perspectives from Self-Determination Theory

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Self-Determination Theory

A framework for understanding motivation

Direction

Persistence

Intensity

Persistence over time

Performance

Nature of Motivation

Intrinsic Motivation

Extrinsic Motivation

Amotivation

Self-Determination Theory
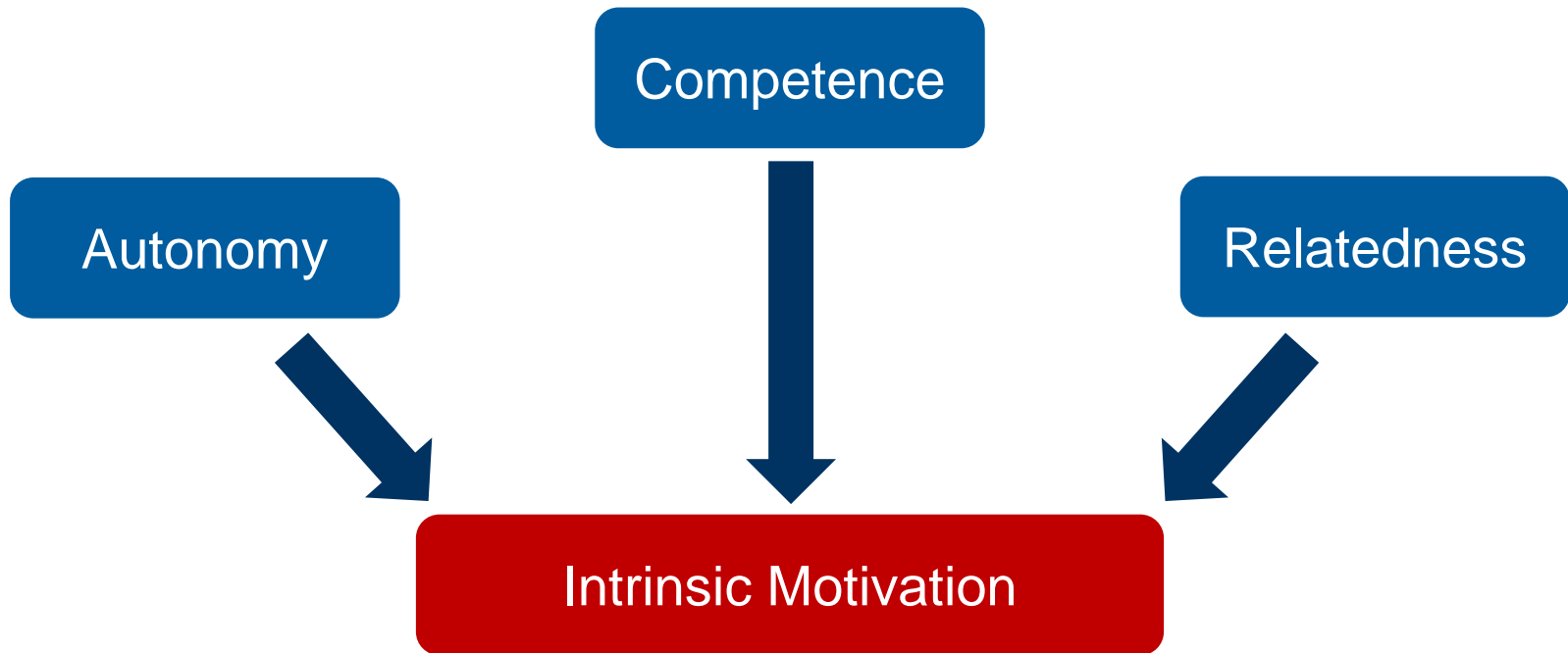
Mini-Theories of SDT

Cognitive Evaluation Theory
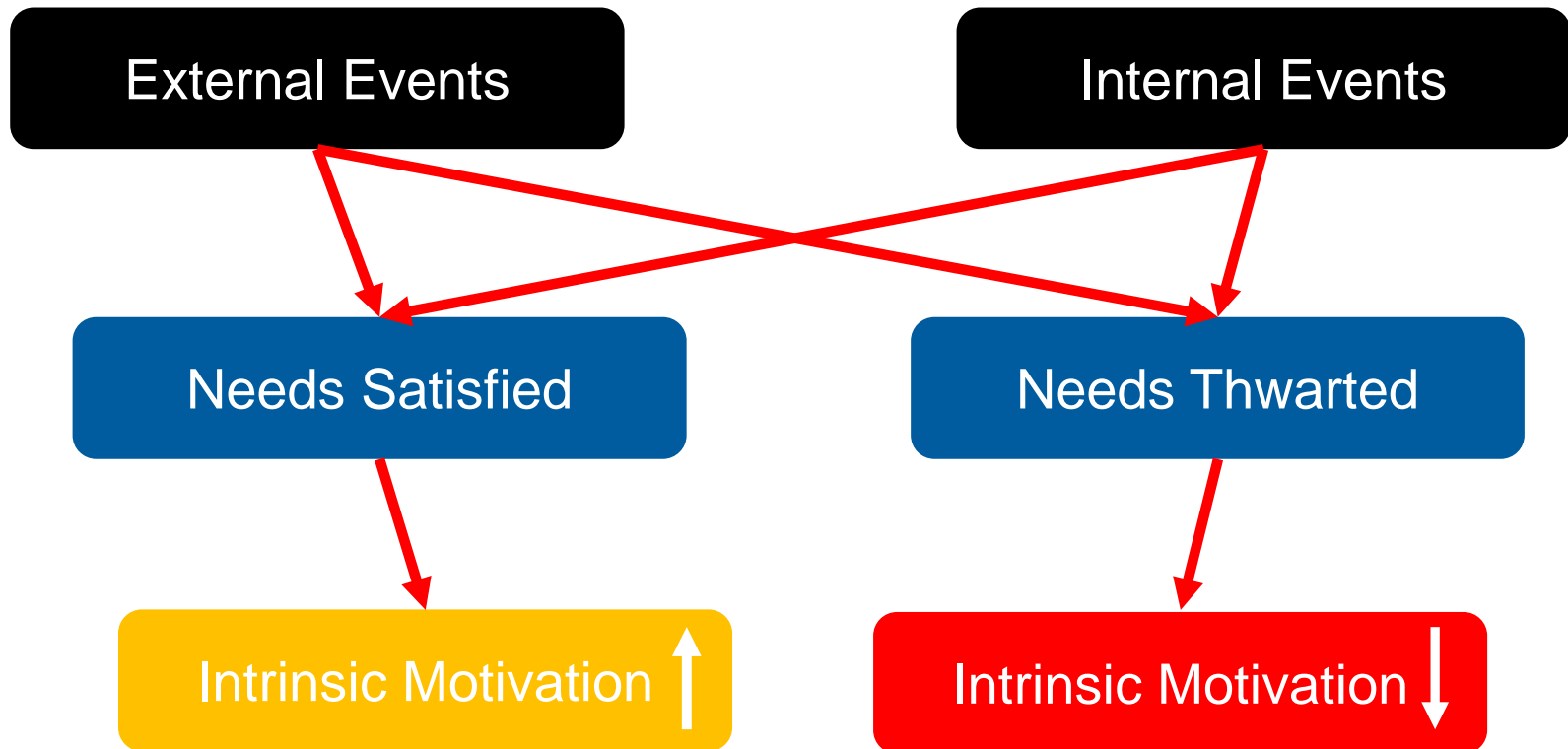
Organismic Integration Theory

Basic Needs Theory

Goal Content Theory

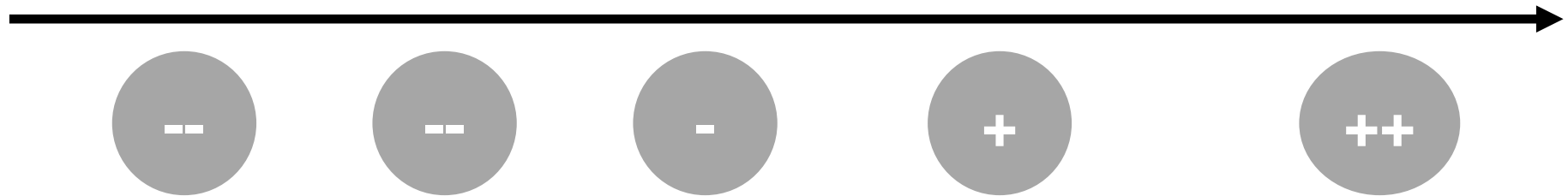Causality Orientations Theory

Cognitive Evaluation Theory

External Events

Internal Events

Needs Satisfied

Needs Thwarted

Intrinsic Motivation ↑

Intrinsic Motivation ↓

The Risk of Rewards

- Use of tangible rewards to motivate learning runs a serious risk of decreasing intrinsic motivation and impairing flexible thinking, even though rewards can motivate specific behaviors.

Organismic Integration Theory

Amotivation	Extrinsic Motivation				Intrinsic Motivation
Non-regulation	External Regulation	Introjected Regulation	Identified Regulation	Integrated Regulation	Intrinsic

The Self-Determination Continuum

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Individual Differences

Autonomous

Controlling

Impersonal

Organismic Integration Theory

Goal Content Theory

Life Goals
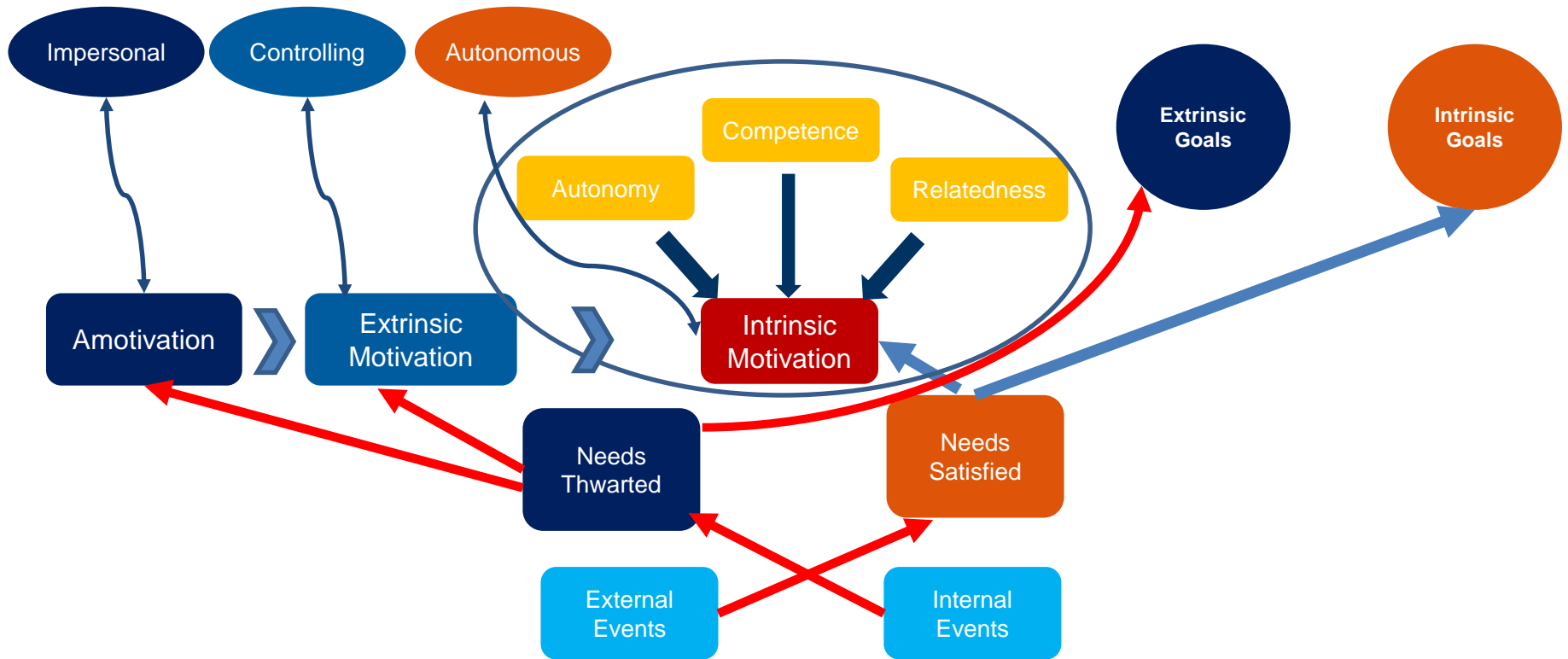
Intrinsic

Growth

Relationships

Community

Health

Extrinsic

Wealth

Popularity

Fame

Image

Attractiveness

Summary

How can I motivate my students?

How can I create the conditions within which my students will motivate themselves?

In the next section, research related to SDT will be presented.

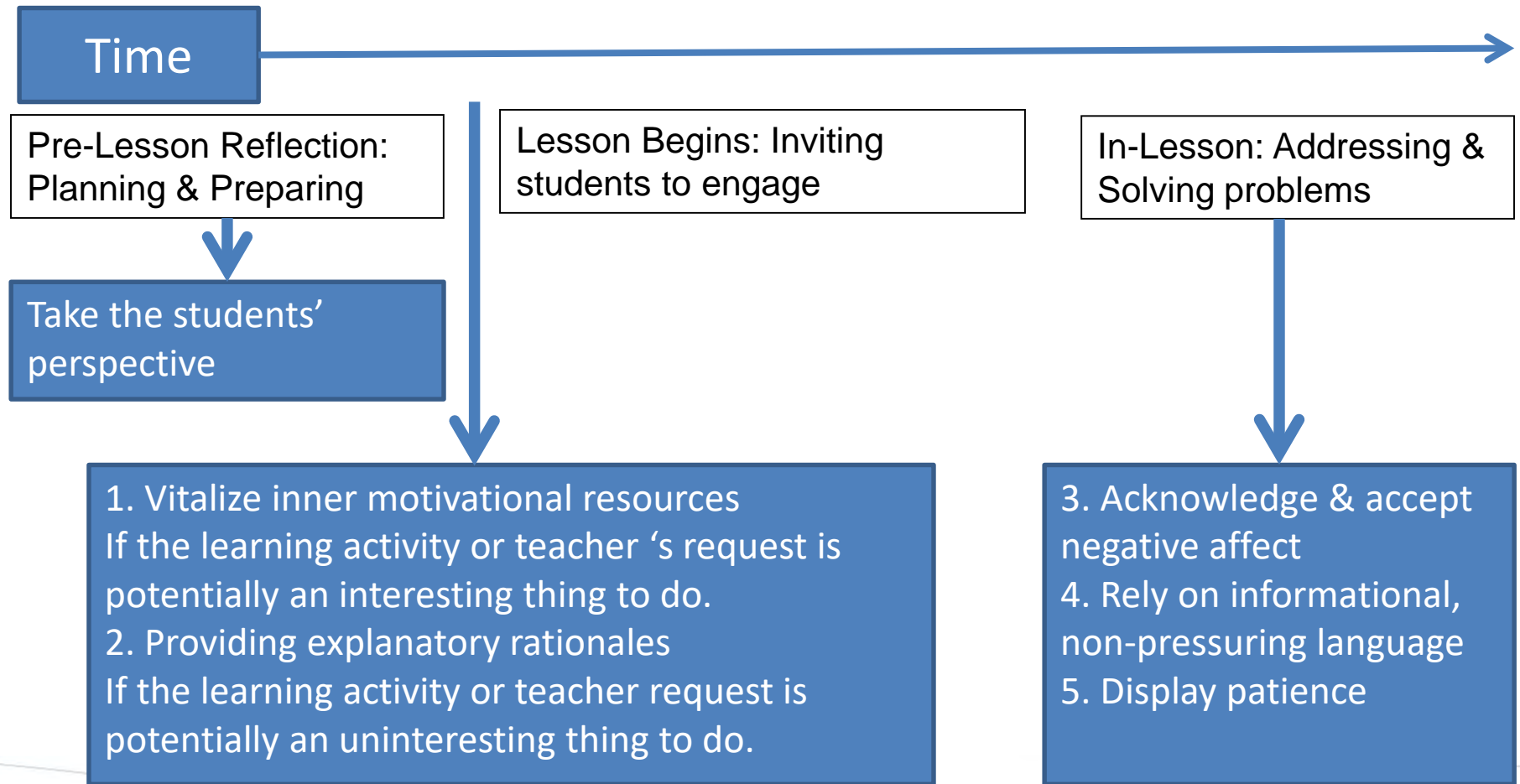Social environment

Psychological needs
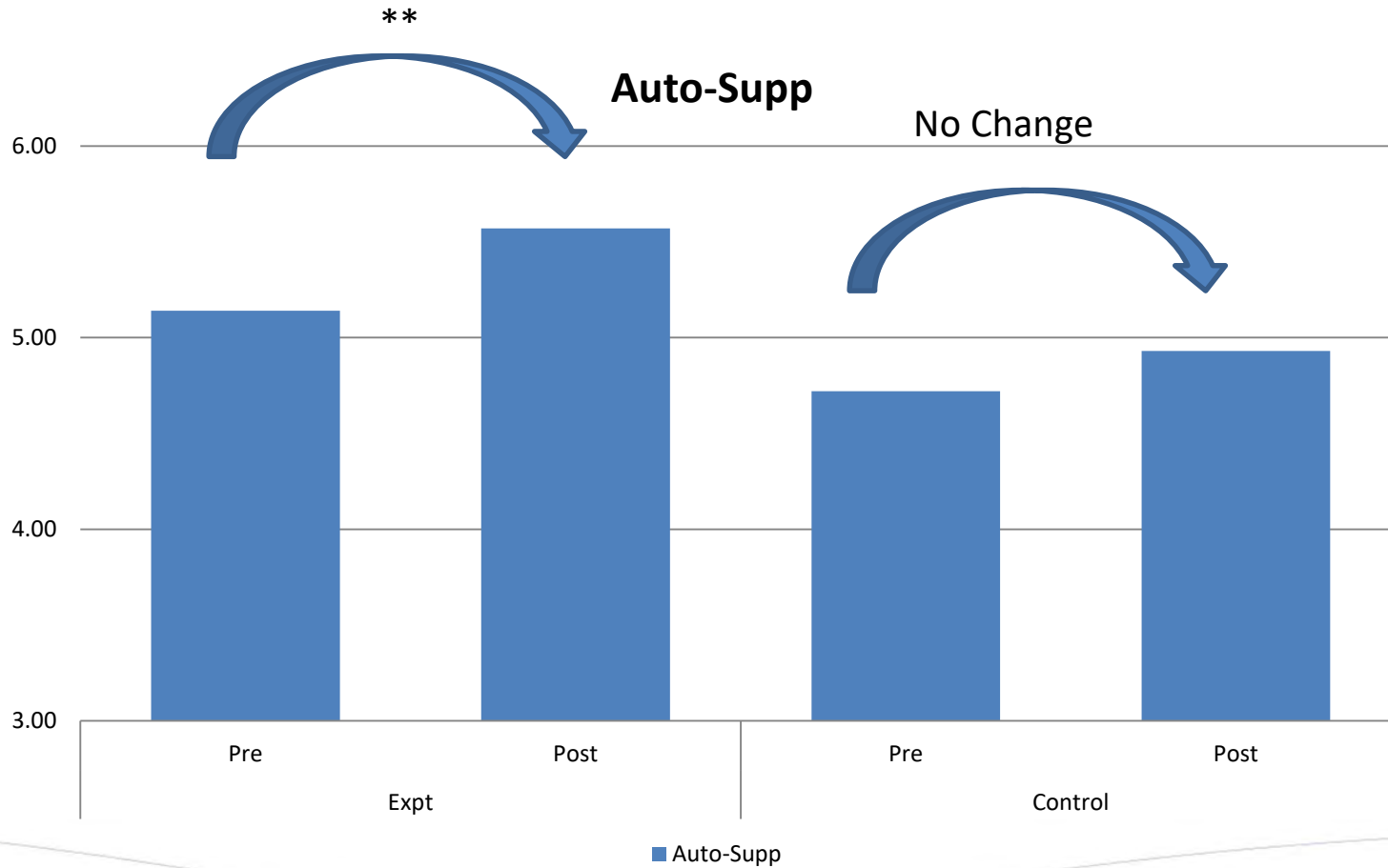
Motivational regulation

Outcomes

5 Acts of Autonomy-Supportive Motivating Style

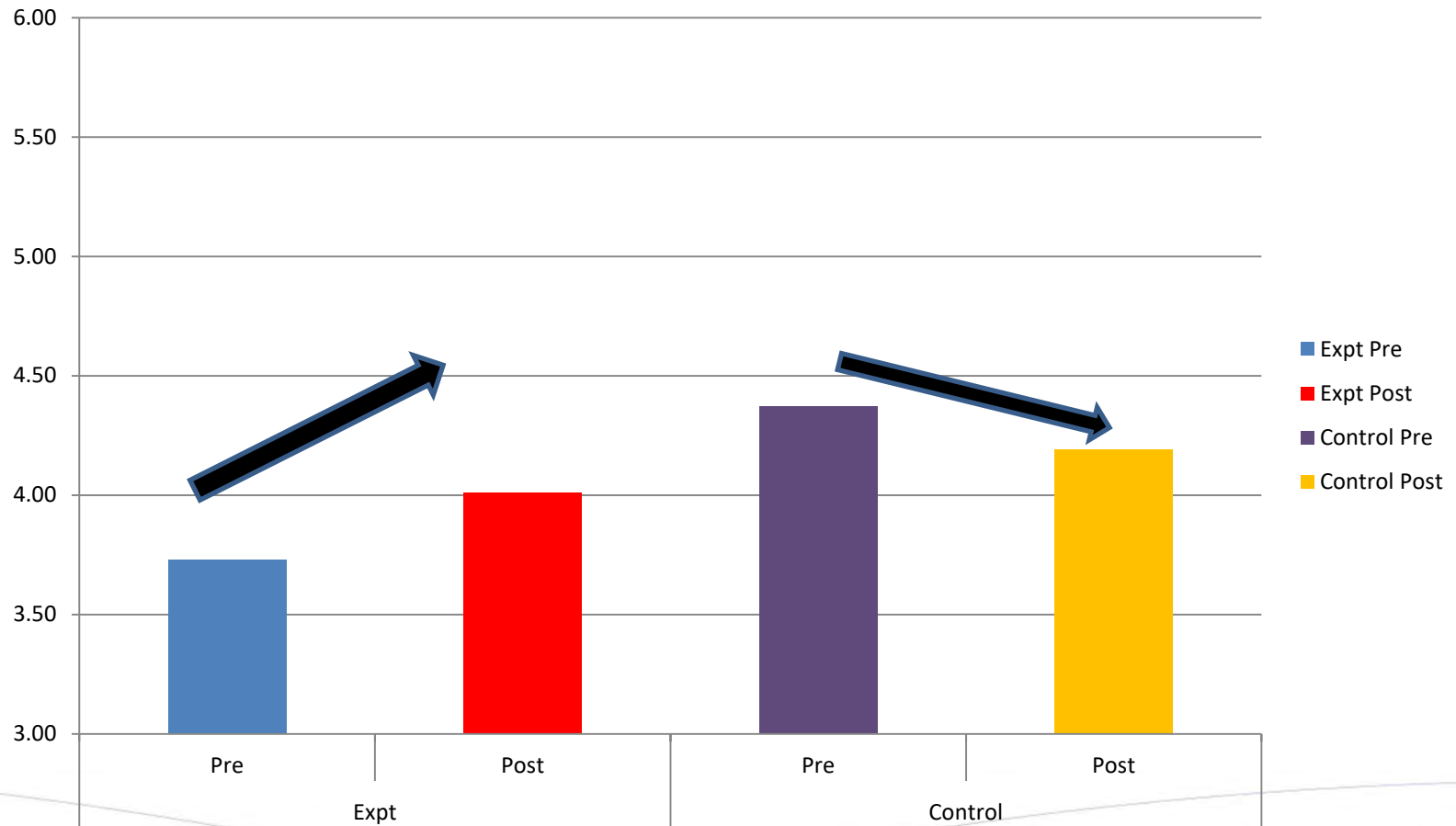| Act	Purpose
Vitalise inner motivational resources	• Foster intrinsic motivation, self-endorsed goals & values • Preference for optimal challenge • Foster a sense of curiosity
Use of informational, non-pressurising language	Non-evaluative, flexible & informational
Provide explanatory rationales	Importance, personal significance & value
Display patience	• Display patience in monitoring students' work • Display patience & change problem-solving strategies
Acknowledge & accept negative affect	• Appreciate student's perspective • Create opportunities to restructure an unappealing lesson

Practice- The 'How'

- Critical Motivational Moments

Time →

Pre-Lesson Reflection: Planning & Preparing

↓

Take the students' perspective

Lesson Begins: Inviting students to engage

In-Lesson: Addressing & Solving problems

↓

1. Vitalize inner motivational resources
If the learning activity or teacher 's request is potentially an interesting thing to do.
2. Providing explanatory rationales
If the learning activity or teacher request is potentially an uninteresting thing to do.

↓

3. Acknowledge & accept negative affect
4. Rely on informational, non-pressuring language
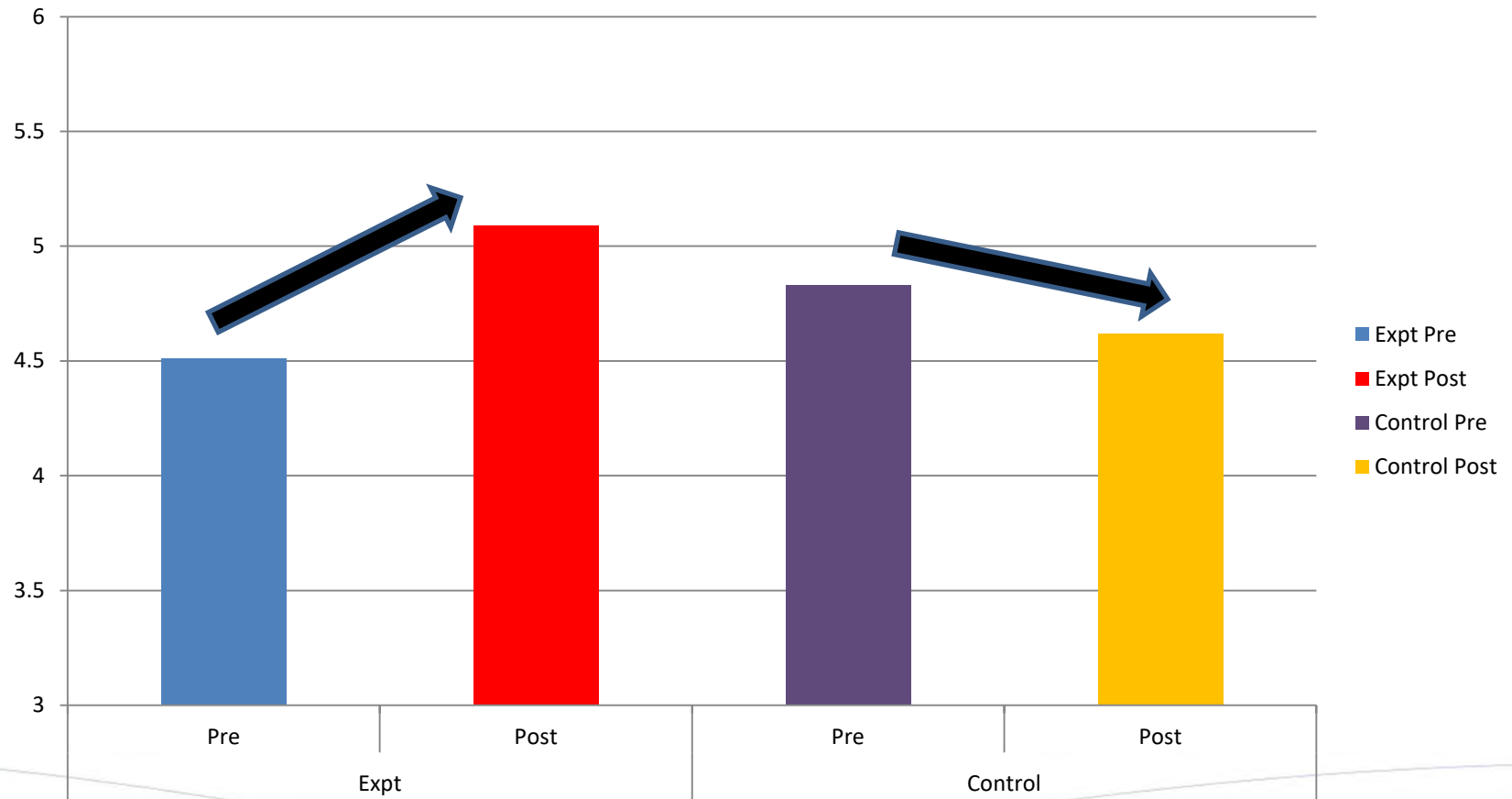5. Display patience

Effects of Intervention

Enjoyment

Results

Instructional Style: Autonomous vs Controlling

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Mastery vs Performance Goals

Autonomous vs. Controlling Style

Goals and Autonomy Style

Spray, Wang, Biddle, & Chatzisarantis, 2006

| | Goal Involvement | | | | | | Communication | | | | | |
| | Task-Involving N = 79 | | Ego-Involving N = 68 | | | | Autonomous N = 80 | | Controlling N = 67 | | | |
	M	*SD*	*M*	*SD*	F	η^2	*M*	*SD*	*M*	*SD*	F	η^2
Task Enjoyment	4.11	1.06	3.72	1.29	3.33	.02	4.21[a]	1.00	3.60[b]	1.30	3.79	.03
Free-Choice Enjoyment	3.30	1.66	3.07	2.35	.97	.01	3.73[a]	1.52	2.50[b]	2.26	9.82	.07
Free-Choice Behavior (seconds)	84.0	97.6	93.1	97.5	.87	.01	106.4[a]	101.8	61.7[b]	84.6	4.79	.03
Performance	5.27[a]	2.36	4.03[b]	1.96	11.56	.08	5.63[a]	2.30	3.58[b]	1.65	35.37	.21

Note. Means within the same row with the different superscripts are significantly different ($p < .05$).

Goals and Autonomy Style

Spray, Wang, Biddle, & Chatzisarantis, 2006

|	**Autonomous Style**	**Controlling Style**
Enjoyment	4.21	3.60
Free-Choice Enjoy	3.73	2.50
Performance	5.63	3.58
Free-Choice	106.42s	61.74s

Note. Means within the same row with the different superscripts are significantly different ($p < .05$).

What determines teachers' use of motivational strategies?

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- How perceived job pressure, causality orientation, and perceptions of student self-determined motivation, influence need satisfaction in teachers?

- How will being self-determined, lead to teachers employing motivational strategies?

3 Motivational Strategies

- Gain understanding of students: fostering meaningful affiliations, relatedness.

- Instrumental help & support: provide structure, foster perceived control, competence.

- Provide meaningful rationale: promote positive feeling and engagement, autonomy.
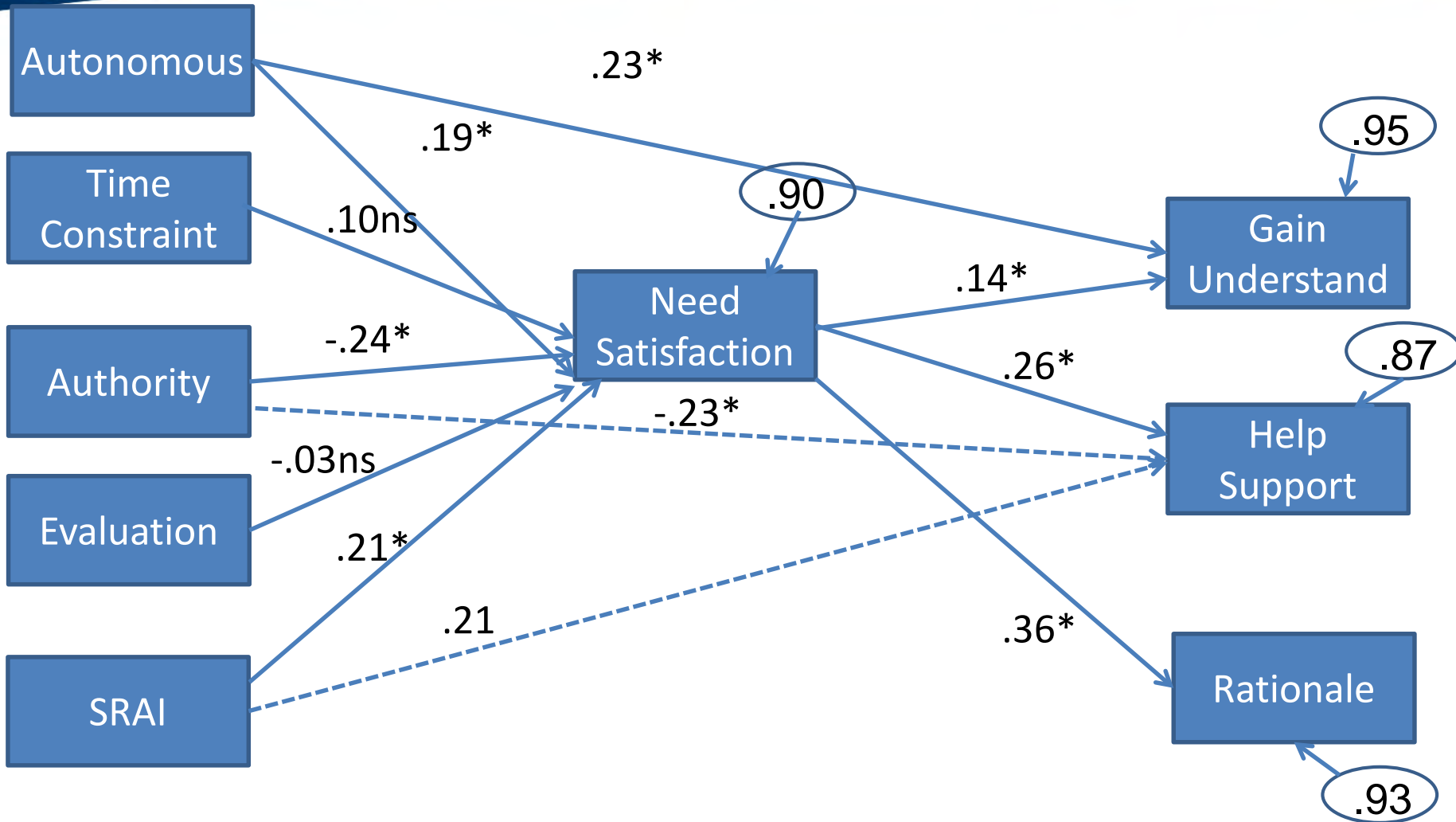
Teachers' Standardized Solution: Satorra-Bentler χ^2 (12) = 40.28; CFI = .907; MFI = .938; RMSEA = .104

- This research establishes the antecedents of teachers' use of motivational strategies in the classroom.

- Other than having an autonomous orientation personality, perceived students' autonomy also satisfied the psychological needs of teachers.

- School authority negatively predicted need satisfaction.

Impact of the Talent Development Environment on Achievement Goals and Life Aspirations of Young Athletes
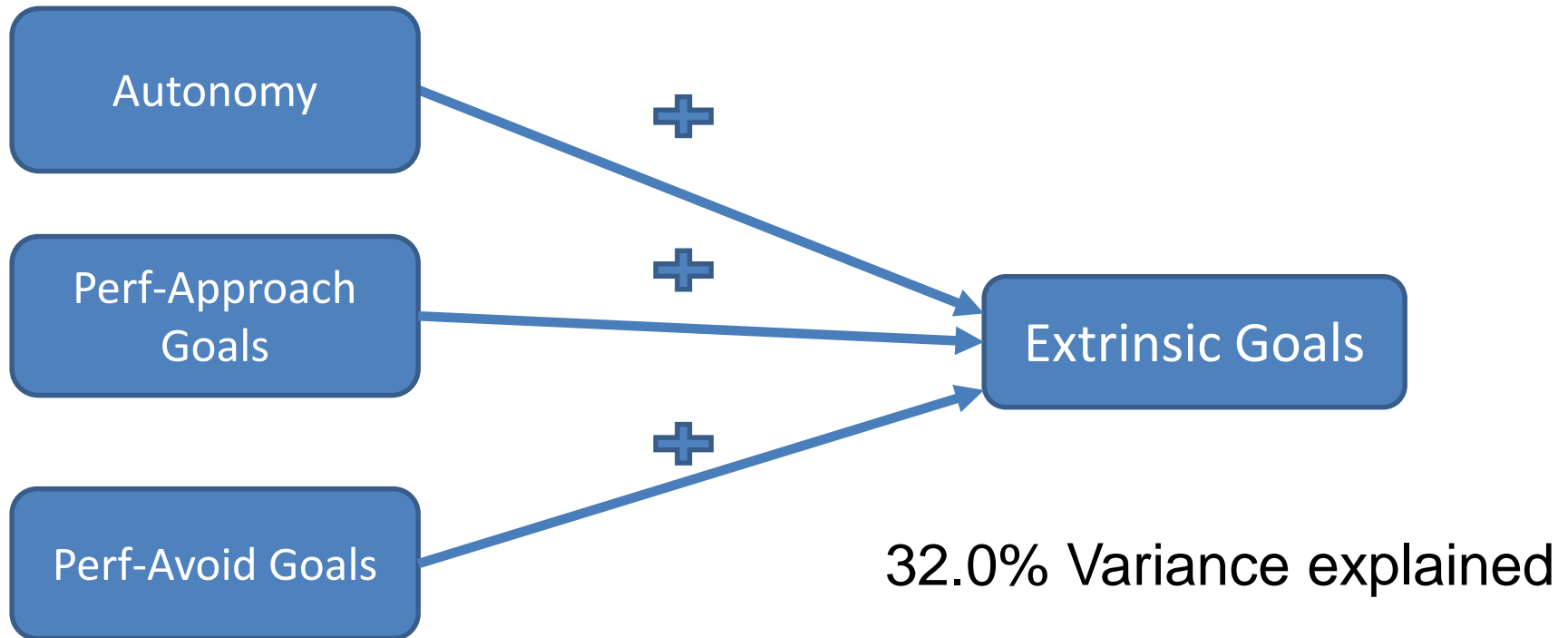
Talent Development Environment

- Preparation for long term development
- Well organised training program
- Athlete development
- Sports Science support
- Support network (Understanding)
- Effective communication
- Holistic coaching approach
- Developmental coaching

Results

Mastery-Approach Goals

Long Term Dev Focus

Dev Coaching

Intrinsic Goals

30.2% Variance explained
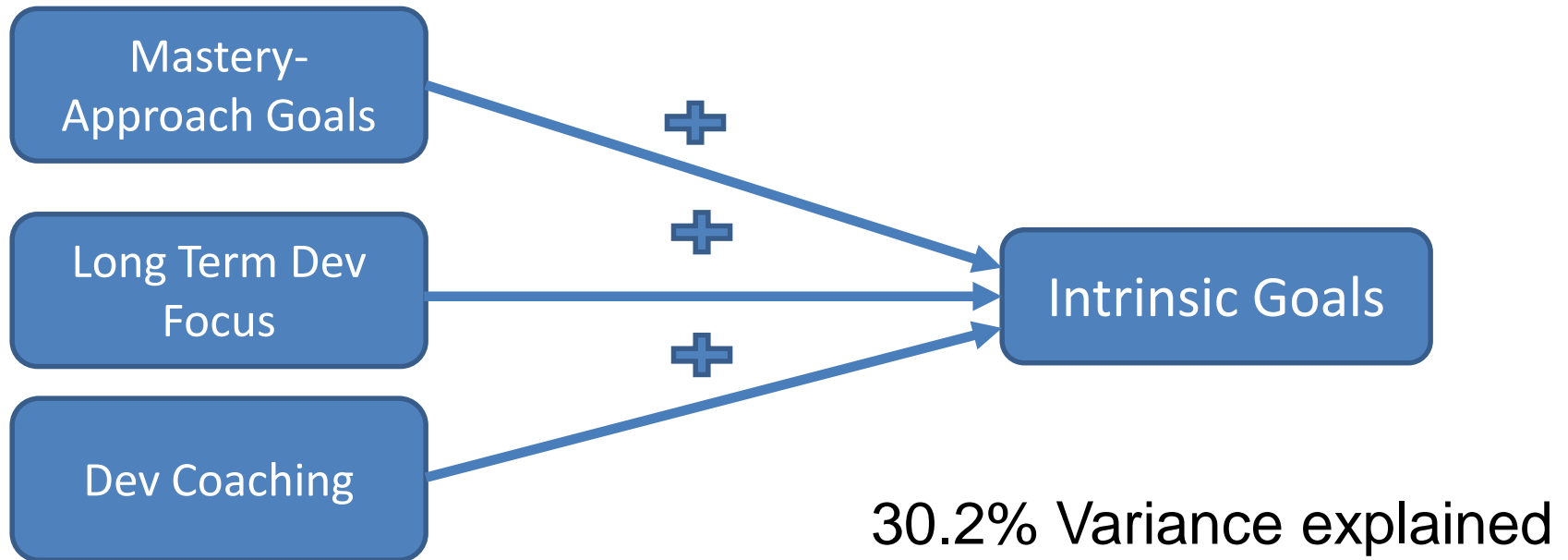
Results

Conclusion

- The ultimate achievement for any education system is to nurture people effectively with high intrinsic values.

- Intrinsic goals are concordant with human innate growth and self-development.

- The pursuit of intrinsic goals are likely to satisfy the innate psychological needs and in turn, optimize human development.

Thank You!

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