Helping Teachers Develop a More Autonomy-Supportive Classroom Motivating Style

Understanding Motivation in the Classroom: Evidence and Practices
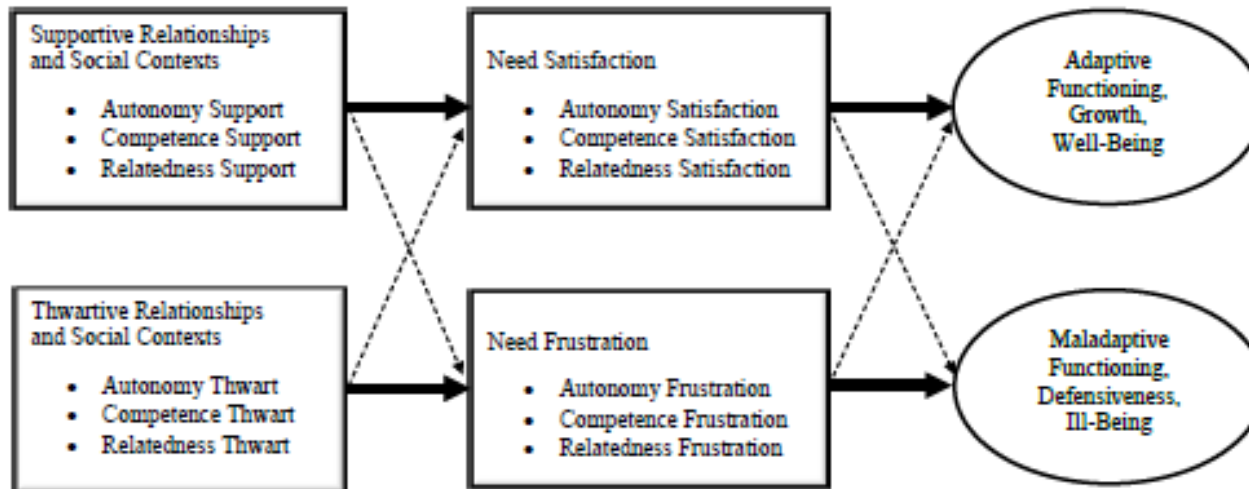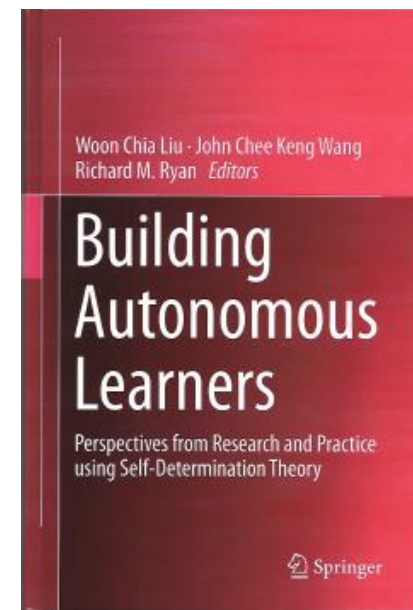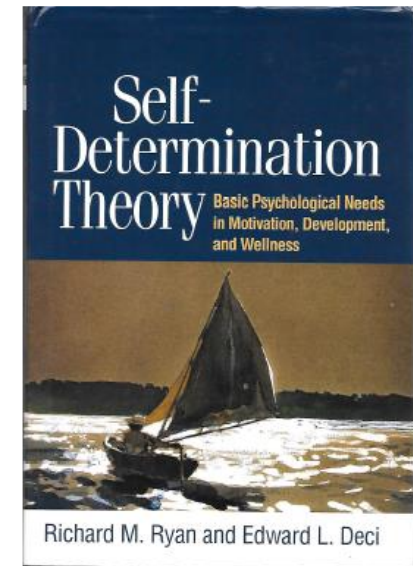
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Conceptualizing Students' Classroom Motivation: A Needs-Based Approach

- **Following a self-determination theory perspective, we assume that students are inherently active and that the source of that inherent activity (intrinsic motivation, internalization) are the 3 psychological needs of autonomy, competence, and relatedness**.

- **These inner motivational resources, however, depend on the offering of a supportive environment before they translate into engagement, learning, and adaptive functioning.**

SDT's Dual-Process Model

Basic Idea to Help Teachers Motivate Students

- Present the Learning Activity/Lesson Plan
- Offer a Teacher-Student Relationship
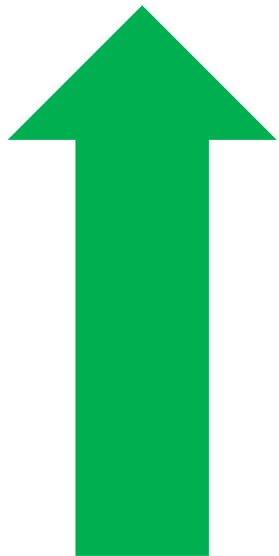 so to Involve and Satisfy, rather than Neglect or Frustrate, Students' Psychological Needs

Student: "When I interact with this activity and when I interact with my teacher, these interactions create in me experiences of…"

- **Autonomy**—the need to experience self-direction and personal endorsement in the initiation and regulation of behavior (goals)

- **Competence**—the need to be effective in interactions with the environment.

- **Relatedness**—the need establish close emotional connections and attachments with others.
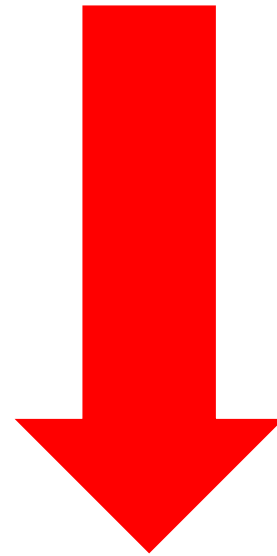
Okay, How Do You Do That?

Learn How to Become More Autonomy Supportive, Learn How to Become Less Controlling

This is what we mean by upgrading the quality of one's motivating style toward students

Become More Autonomy Supportive

Become Less Controlling

Motivating Style

- What teachers *say and do* during instruction to motivate their students to engage in learning activities.

Autonomy-Supportive

Neutral

Controlling

Teacher identifies, appreciates, vitalizes, and supports students' inner motivational resources during instruction.

Teacher ignores, neglects, and by-passes students' inner motivational resources during instruction.

Teacher frustrates and thwarts students' inner motivational resources during instruction. (Teacher prescribes and pressures for compliance).

Motivating Style

- What teachers ***say and do*** during instruction to motivate their students to engage in learning activities.

Autonomy-Supportive   Neutral   Controlling

*Teacher's **Tone** during Student-Teacher Interactions*:
- I am your ally.
- I am here to understand you.
- I am here to support you and your strivings.

*Teacher's **Tone** during Student-Teacher Interactions*:
- I am your boss.
- I am here to monitor you.
- I am here to socialize and to change you.

Autonomy Support and Teacher Control:
Opposite Sides of the Same Coin

Autonomy Support

Enabling Conditions
1. Adopt the students' perspective.
2. Invite and welcome students' thoughts, feelings, and actions into the flow of instruction.

Instructional Behaviors
1. Vitalize inner motivational resources
2. Provide explanatory rationales
3. Rely on informational language
4. Display patience for self-paced learning
5. Acknowledge and accept expressions of resistance and negative affect

Teacher Control

Enabling Conditions
1. Adopt only the teacher's perspective.
2. Intrude into and try to change or correct students' thoughts, feelings, and actions during instruction.

Instructional Behaviors
1. Use environmental sources of motivation
2. Directives without explanations
3. Rely on pressuring language
4. Impatiently intrude on student's work pace
5. Counter and try to change expressions of resistance and negative affect

Rating Sheet to Score Autonomy-Supportive Instructional Behaviors
Operational Definition of an Autonomy-Supportive Motivating Style

AUTONOMY-SUPPORTIVE TEACHING	Never, Not at All		Occasionally Sometimes yes, Sometimes no				Frequently, Always
Takes the Students' Perspective	1	2	3	4	5	6	7

- Invites, Asks for, Welcomes, and Incorporates Students' Input
- Is "In Synch" with Students
- Is Aware of Students' Needs, Wants, Goals, Priorities, Preferences, and Emotions

Vitalizes Inner Motivational Resources during Instruction	1	2	3	4	5	6	7

- Piques Curiosity
- Provides Interesting Learning Activities
- Vitalizes and Supports Students' Autonomy, Competence, Relatedness
- Frames Learning Activities with Students' Intrinsic Goals

Provides Explanatory Rationales for Requests, Rules, Procedures, and Uninteresting Activities	1	2	3	4	5	6	7

- Explains Why; Says, "Because,…", "The reason is…"
- Identifies the Value, Importance, Benefit, Use, Utility of a Request

Uses Non-Pressuring, Informational Language	1	2	3	4	5	6	7

- Flexible, Open-minded, Responsive Communication
- Provides Choices, Provides Options
- Verbally and Nonverbally says, "You may…", "You might…"

Acknowledges and Accepts Negative Affect	1	2	3	4	5	6	7

- Listens Carefully, Non-Defensively, with Understanding
- Acknowledges Students' Negative Affect ("Okay"; "Yes")
- Accepts Complaints as Valid

Displays Patience	1	2	3	4	5	6	7

- Allows Students to Work at their Own Pace, in their Own Way
- Calmly Waits for Signals of Students' Initiative, Input, Willingness

Take the Students' Perspective

What it is:

- The teacher's imagines being in the position of the student.
- Teacher is mindful of students' wants, needs, and priorities.

How to do it:

• Prepare the lesson from the students' point of view.

• Conduct formative assessments to solicit students' input, suggestions, and improvements to future instruction. Welcome, invite, encourage, and incorporate students' input into the lesson plan and the on-going flow of instruction.

• Listen carefully. Be responsive to students' input.

Involve (Vitalize) Students' Psychological Needs

What it is:

- Using instruction as an opportunity to involve students' otherwise dormant sense of autonomy, competence, and relatedness. The lesson becomes about both (a) provide content and (b) involve psychological needs.
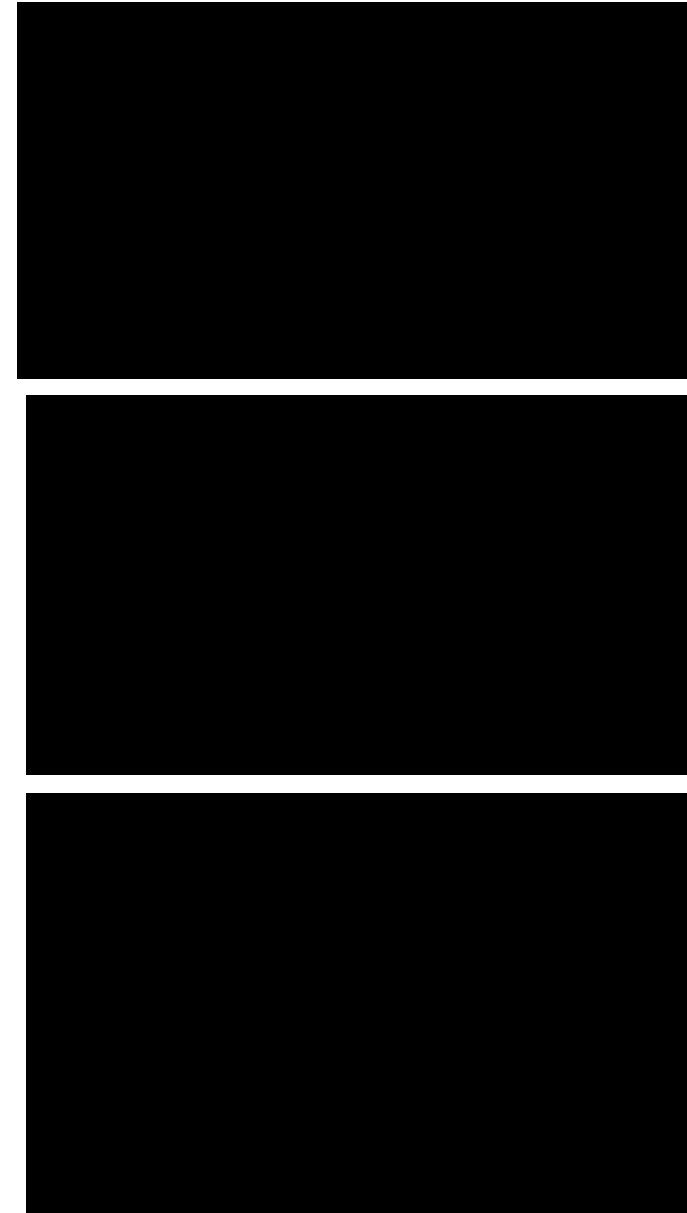
  How to involve autonomy:

  - Become aware of and integrate into instruction, students' interests, goals, preferences so that they say, "I want to…"

  How to involve competence:

  - Challenge students (Can you do it? Can you do better than before?) and then provide the guidance and strategies they need to meet that challenge.

  How to involve relatedness:

  - Put students together in face-to-face interaction (e.g., sharing their work, sharing their answers) to give them a chance to relate to/share with a peer.

Common Problems

Poor Performance

- Students' work is sloppy, careless.
- Students perform incompetently.
- Students underperform class standards.
- Students feel lost, overwhelmed by classroom challenges.
- Students cheat, plagiarize.

Disengagement

- Students fail to involve themselves in the learning activity.
- Students are off-task, or display only minimal effort.
- Students' work is superficial.
- Students fail to participate.
- Students show little initiative.
- Students just sit passively in class.
- Student procrastinate.

Misbehavior

- Students act irresponsibly.
- Students act disrespectively, and use disrespectful language.
- Students act in antisocial ways, verbally and nonverbally.
- Students come to class unprepared.
- Students break rules.
- Students disregard classroom procedures.

Acknowledge & Accept Expressions of Negative Affect

What it is:

- Teacher acknowledgments that, yes, his/her request may generate some negative affect, resistance, or conflict and, yes, these negative feelings are potentially valid and legitimate reactions to the request. The teacher then invites suggestions in what can be done to remove that negative affect—while still fulfilling the teacher's request.
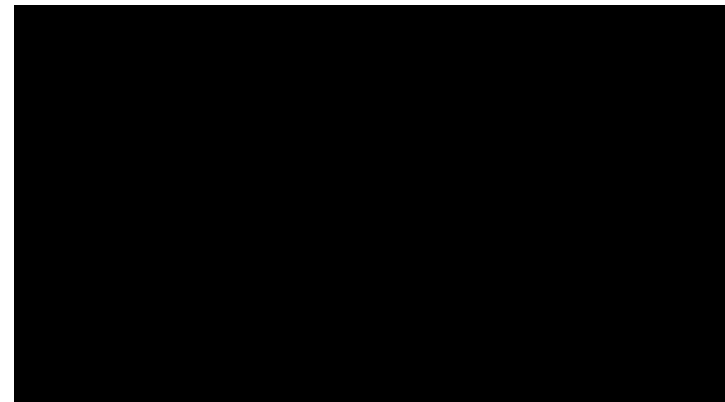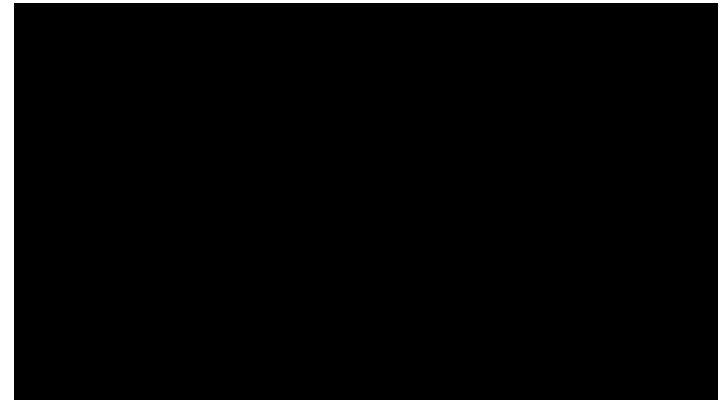
How to do it:

Acknowledge negative feelings:

"***I see*** that you all are not very enthusiastic about today's lesson."

Accept them as potentially valid reactions:

"***Yes***, we have practiced this same skill many times before, haven't we?"

Welcome suggestions to solve the motivational problem:

"***Okay***. So, what we might do differently this time? Any suggestions?"

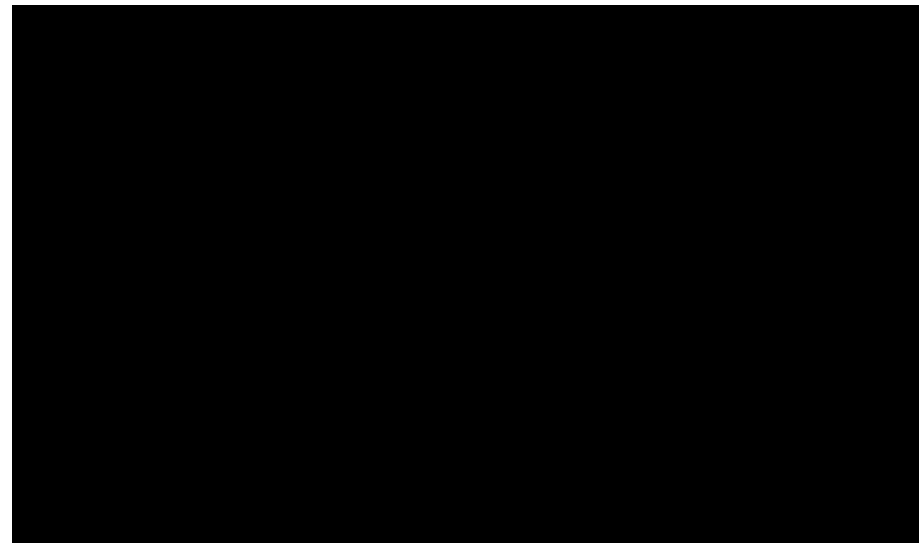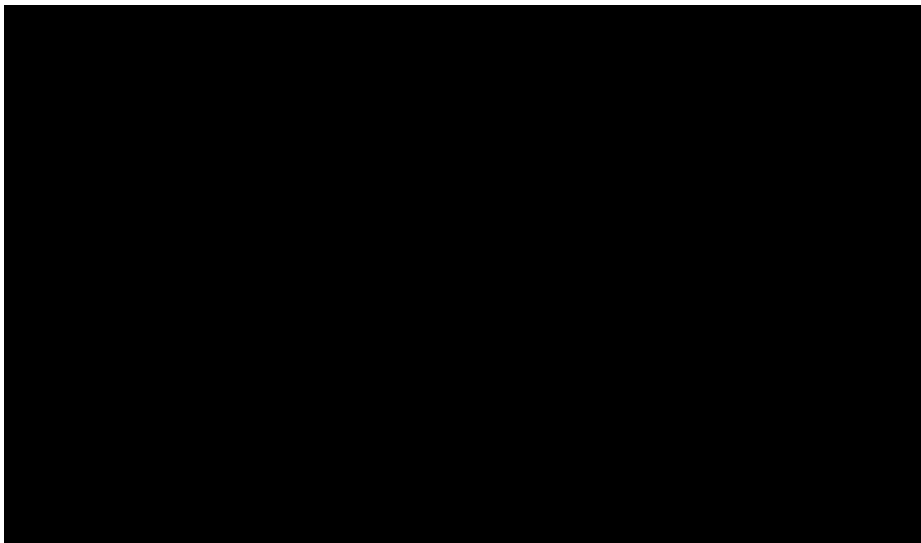# Provide Explanatory Rationale for Teacher Requests

What it is:

- Verbal explanations to help students understand why self-regulation of the activity would have personal utility. Explanations to help students transform (i.e., internalize) *something not worth* doing into *something worth doing*—something worth their time, attention, and effort.

How to do it:

(1) Teacher communicates that the activity, request, rule, or procedure is *useful*.

(2) Teacher explains *why* the activity is useful—why it has personal benefit to the student.

Example 1: *Why use respectful language*?   Example 2: *Why follow the rules*?
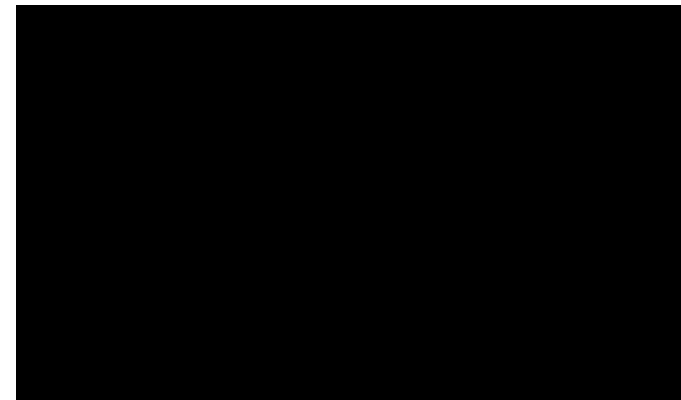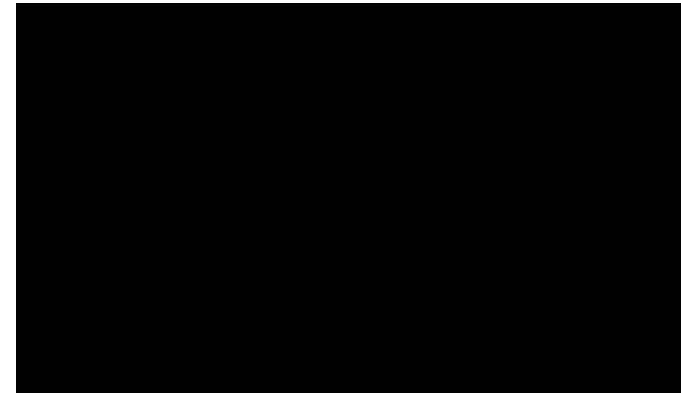
Rely on Invitational, Informational Language

What it is:

- Verbal and nonverbal communications that minimize pressure (absence of "shoulds," "musts," "have to's", and "got to's") while simultaneously conveying choice and flexibility to help students find ways to align their classroom activity with both the teacher's instructional goals and their own inner motivational resources.

How to do it:

(1) Invitational Language: Instead of commanding, directing, and pressuring students to do something ("Do what I told you" or "Hurry, get started…"), use invitational language ("You may want to try…") to help students get started on a task. The idea: Students start the task on their own—volitionally.

(2) Informational Language: Help students diagnose and solve their own problems, as in "I've notice that you have not been improving; is that right? Do you know why that might be? Do you know what you might do differently to make better progress?
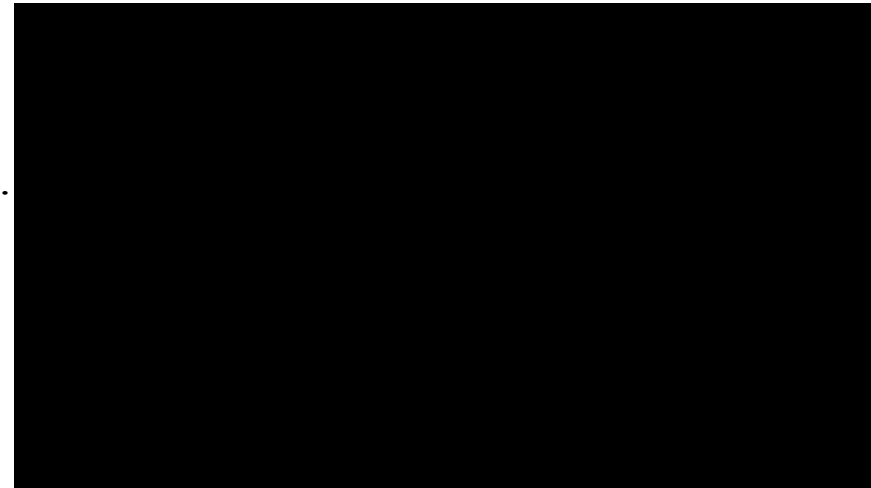
Display Patience

What it is:

- Calmly waiting for students' input, initiative, and willingness. Giving students the time and space they need during learning activities to learn, to experiment, try go in their own direction, to work at their own pace, and to rely on their own natural rhythm (pace).

How to do it:

When asking students to learn something new…

When asking students to develop a complex skill…

When learning activities require experimentation, hypothesis-testing, reflection, revision…

(1)Do: Give students the time and space they need to work, experiment, and learn at their own pace. Watch, listen, be responsive, provide help when/if asked.
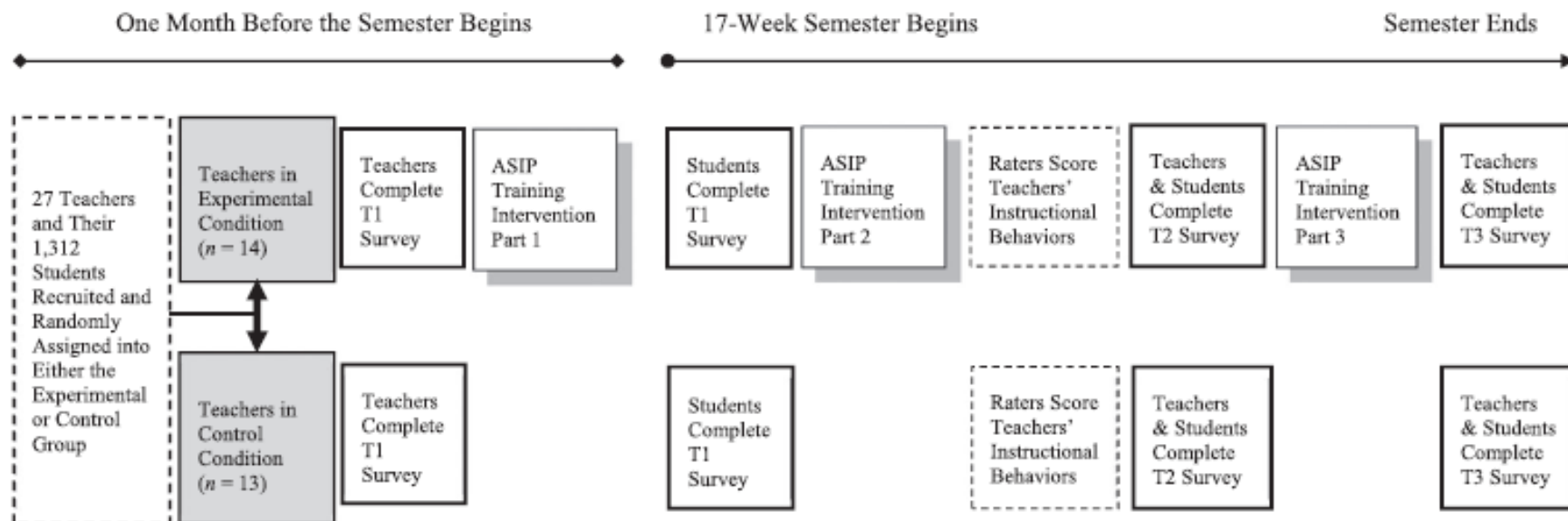
(2)Don't: Tell or show the student the answer or correct behavior and then make them copy you (e.g., "Do it this way; Do it like I showed you.").

Is It Effective?

- **Does autonomy-supportive teaching work?**

- **Does autonomy-supportive teacher lead to benefits to students? Benefit to teachers?**

Our Experimental Procedure

One Month Before the Semester Begins | 17-Week Semester Begins | Semester Ends

27 Teachers and Their 1,312 Students Recruited and Randomly Assigned into Either the Experimental or Control Group

Teachers in Experimental Condition (*n* = 14) → Teachers Complete T1 Survey → ASIP Training Intervention Part 1 → Students Complete T1 Survey → ASIP Training Intervention Part 2 → Raters Score Teachers' Instructional Behaviors → Teachers & Students Complete T2 Survey → ASIP Training Intervention Part 3 → Teachers & Students Complete T3 Survey

Teachers in Control Condition (*n* = 13) → Teachers Complete T1 Survey → Students Complete T1 Survey → Raters Score Teachers' Instructional Behaviors → Teachers & Students Complete T2 Survey → Teachers & Students Complete T3 Survey

What Teachers Learn during the 3-Part ASIP Workshop

Part 1: 3-hour Workshop — Teachers learn what autonomy support is and how to do it. Teachers observe scripts and videotapes of autonomy-supportive instructional behaviors.

Part 2: 2-hour Workshop + 1-hour Group Discussion — Teachers learn the "how to" of autonomy support through modeling, practice, and feedback. Teachers discuss the feasibility and practical utility of autonomy-supportive teaching.
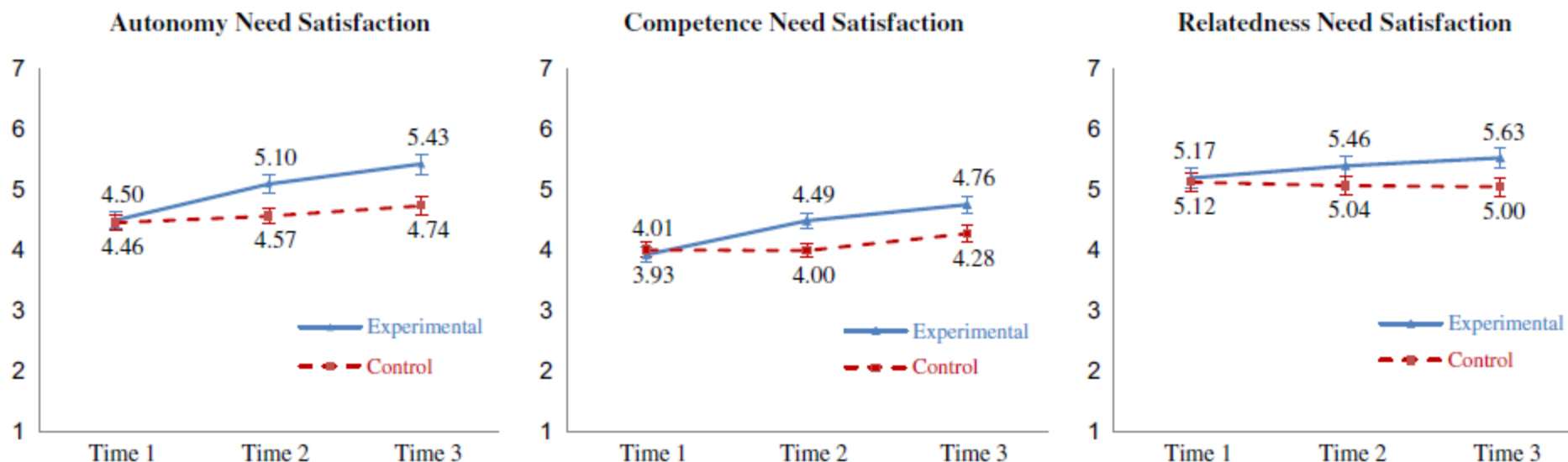
Part 3: 2-hour Group Discussion — Teachers share their classroom experiences and help each other solve particular classroom problems.

Source: Cheon, S. H., Reeve, J., & Song, G.-S. (2016). A teacher-focused intervention to decrease PE students' amotivaiton by increasing need satisfaction and decreasing need frustration. *Journal of Sport and Exercise Psychology, 38*, 217-235.
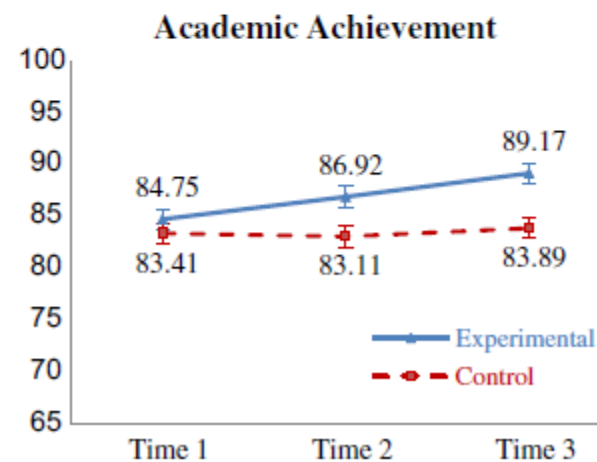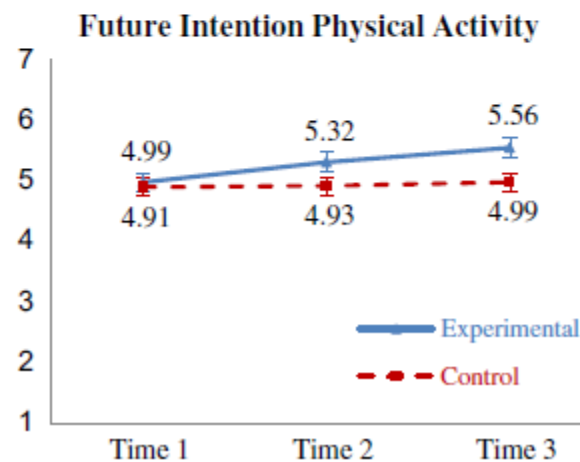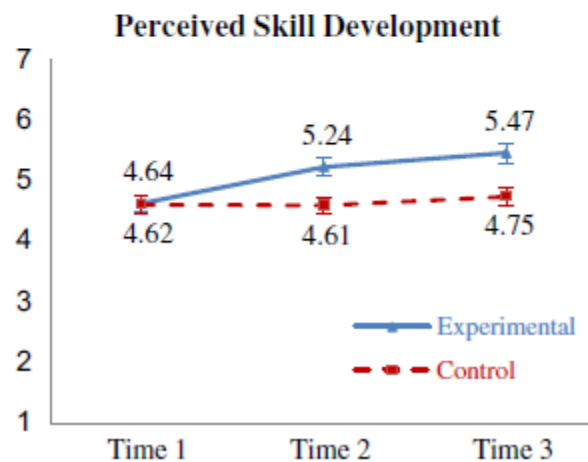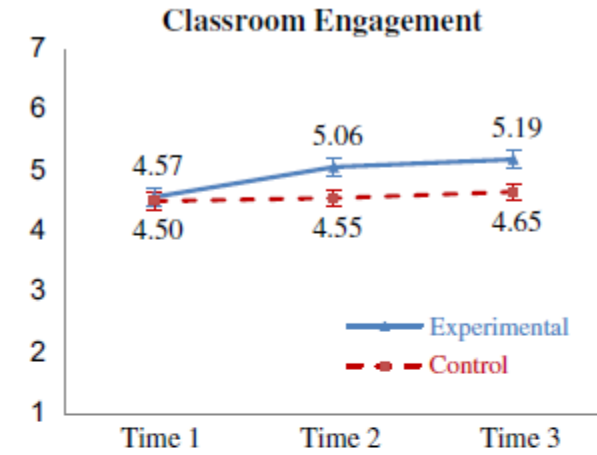
Student Benefits
Greater Psychological Need Satisfaction

Autonomy Need Satisfaction — Experimental: 4.50, 5.10, 5.43; Control: 4.46, 4.57, 4.74

Competence Need Satisfaction — Experimental: 4.01, 4.49, 4.76; Control: 3.93, 4.00, 4.28

Relatedness Need Satisfaction — Experimental: 5.17, 5.46, 5.63; Control: 5.12, 5.04, 5.00

Source: Cheon, S. H., & Reeve, J. (2015). A classroom-based intervention to help teachers decrease students' amotivation. *Contemporary Educational Psychology, 40*, 99-111.

Student Benefits
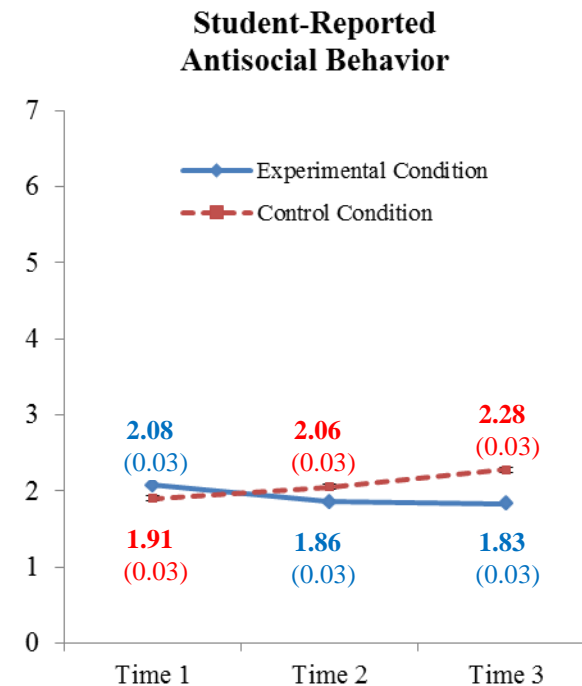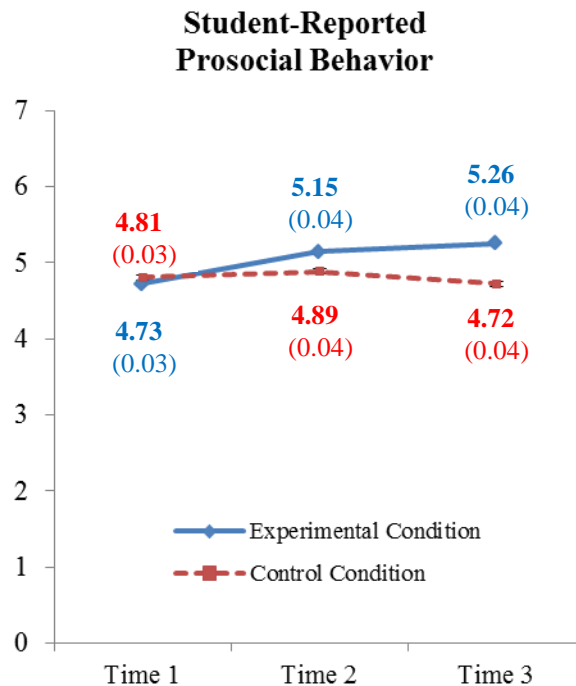## More Positive Student Outcomes

Source: Cheon, S. H., & Reeve, J. (2013). Do the benefits from autonomy-supportive PE teacher training programs endure? A one-year follow-up investigation. *Psychology of Sport and Exercise, 14*, 508-518.
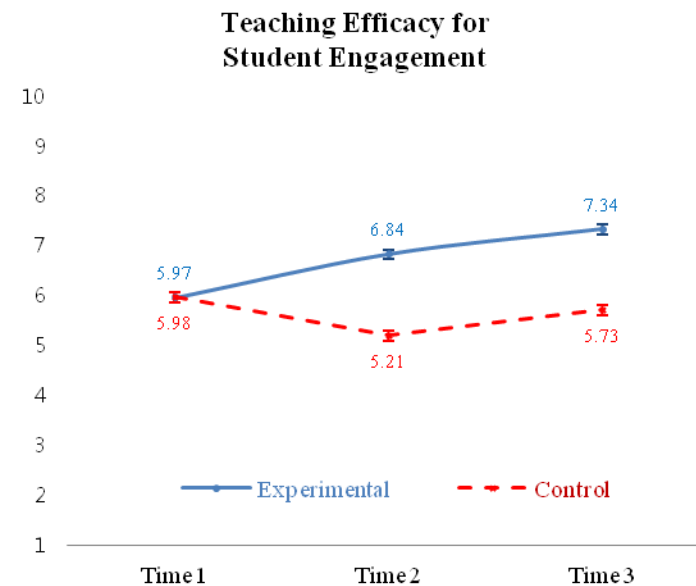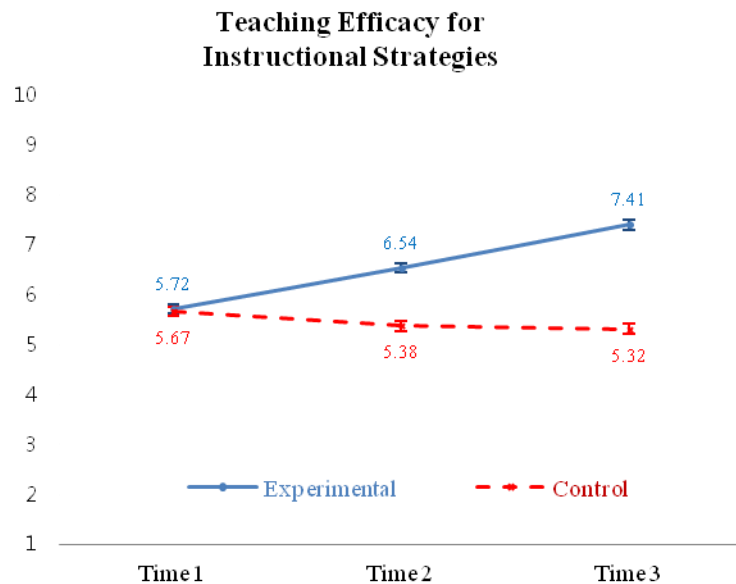
Student Benefits
More Prosocial Behavior, Less Antisocial Behavior

Student-Reported Prosocial Behavior

Experimental Condition: Time 1 = 4.73 (0.03), Time 2 = 5.15 (0.04), Time 3 = 5.26 (0.04)

Control Condition: Time 1 = 4.81 (0.03), Time 2 = 4.89 (0.04), Time 3 = 4.72 (0.04)

Student-Reported Antisocial Behavior

Experimental Condition: Time 1 = 2.08 (0.03), Time 2 = 1.86 (0.03), Time 3 = 1.83 (0.03)

Control Condition: Time 1 = 1.91 (0.03), Time 2 = 2.06 (0.03), Time 3 = 2.28 (0.03)

Source: Cheon, S. H., Reeve, J., and Ntoumanis, N. (2017). A needs-based intervention to help PE teachers enhance students' prosocial behaviors and diminish antisocial behaviors. Manuscript under review.
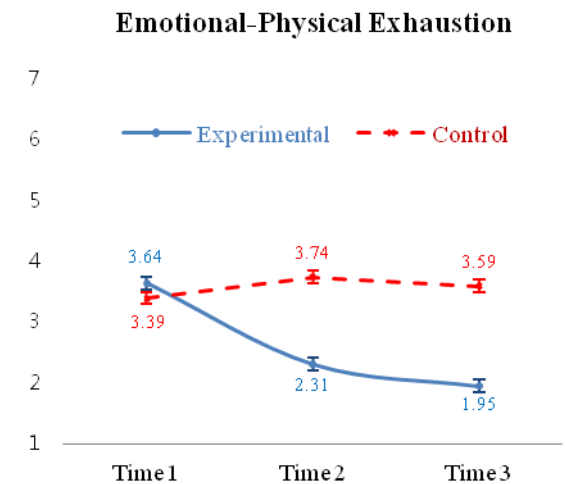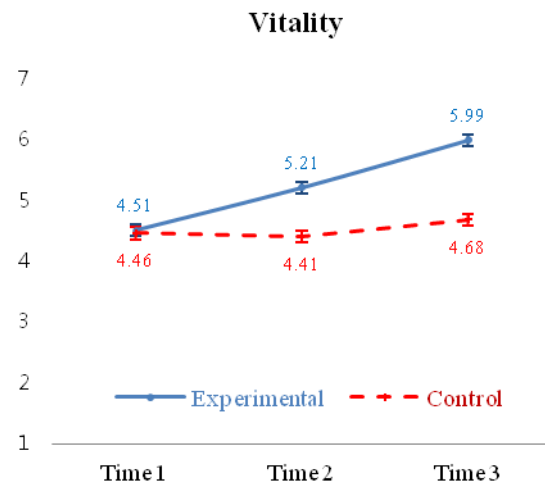
Teacher Benefits
Greater Teaching Efficacy during Instruction

Source: Cheon, S. H., Reeve, J., Yu, T. H., & Jang, H.-R. (2014). The teacher benefits from giving autonomy support during physical education instruction. *Journal of Sports and Exercise Psychology, 36,* 331-346.

Examples of Teacher Benefits
Greater Job Satisfaction from Teaching

Job Satisfaction

Experimental: 4.81, 5.59, 6.00
Control: 4.82, 4.77, 4.98

Vitality

Experimental: 4.51, 5.21, 5.99
Control: 4.46, 4.41, 4.68

Emotional-Physical Exhaustion

Experimental: 3.64, 2.31, 1.95
Control: 3.39, 3.74, 3.59

Source: Cheon, S. H., Reeve, J., Yu, T. H., & Jang, H.-R. (2014). The teacher benefits from giving autonomy support during physical education instruction. *Journal of Sports and Exercise Psychology, 36,* 331-346.

All the Evidence-Based Teacher Benefits in One Table
Teacher Benefits from Giving Autonomy Support

Motivation		Skill	Relationship Satisfaction	Psychological Well-Being
Psychological Need Satisfaction (Autonomy, Competence) **Autonomous Motivation for Teaching** **Less Controlled Motivation for Teaching**	**Intrinsic Goal to Develop Greater Teaching Skill** **Enhanced Passion for Teaching**	**Teaching Efficacy for Instructional Strategies** **Teaching Efficacy to Enhance Student Engagement** **Student Rating of Instructor's Expertise**	**Improved Relationships with Students**	**Job Satisfaction** **Increased Vitality from Teaching** **Decreased Emotional-Physical Exhaustion from Teaching**

Source: Cheon, S. H., Reeve, J., Yu, T. H., & Jang, H.-R. (2014). The teacher benefits from giving autonomy support during physical education instruction. *Journal of Sports and Exercise Psychology, 36,* 331-346.

Thank You

Please Let Me Acknowledge 3 Key Collaborators on this Work

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