

Building Autonomous Learners: Perspectives from Self-Determination Theory

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An Institute of

Self-Determination Theory

A framework for understanding
motivation

Understanding Motivation





Understanding Motivation

Direction

Persistence

Intensity

Persistence
over time

Performance



Nature of Motivation

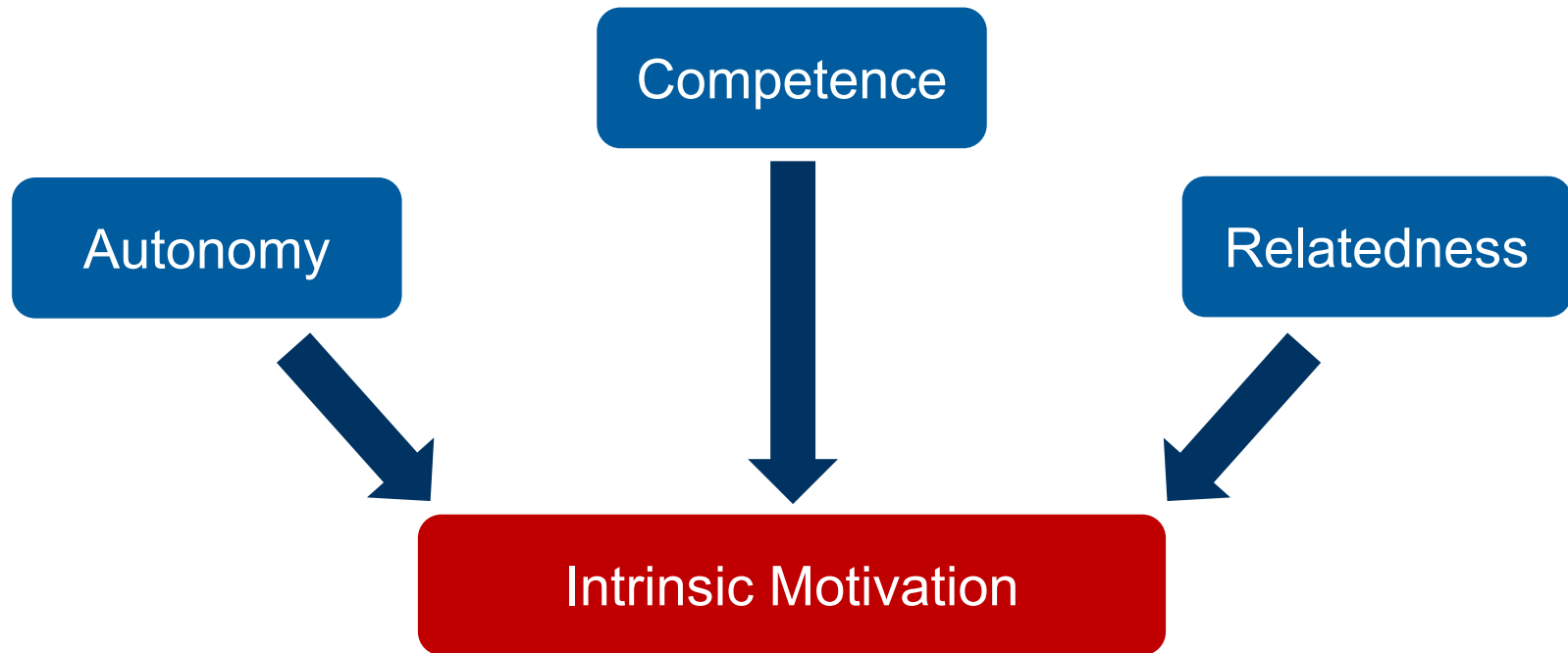
Intrinsic Motivation

Extrinsic Motivation

Amotivation



Self-Determination Theory



Mini-Theories of SDT

Cognitive Evaluation
Theory

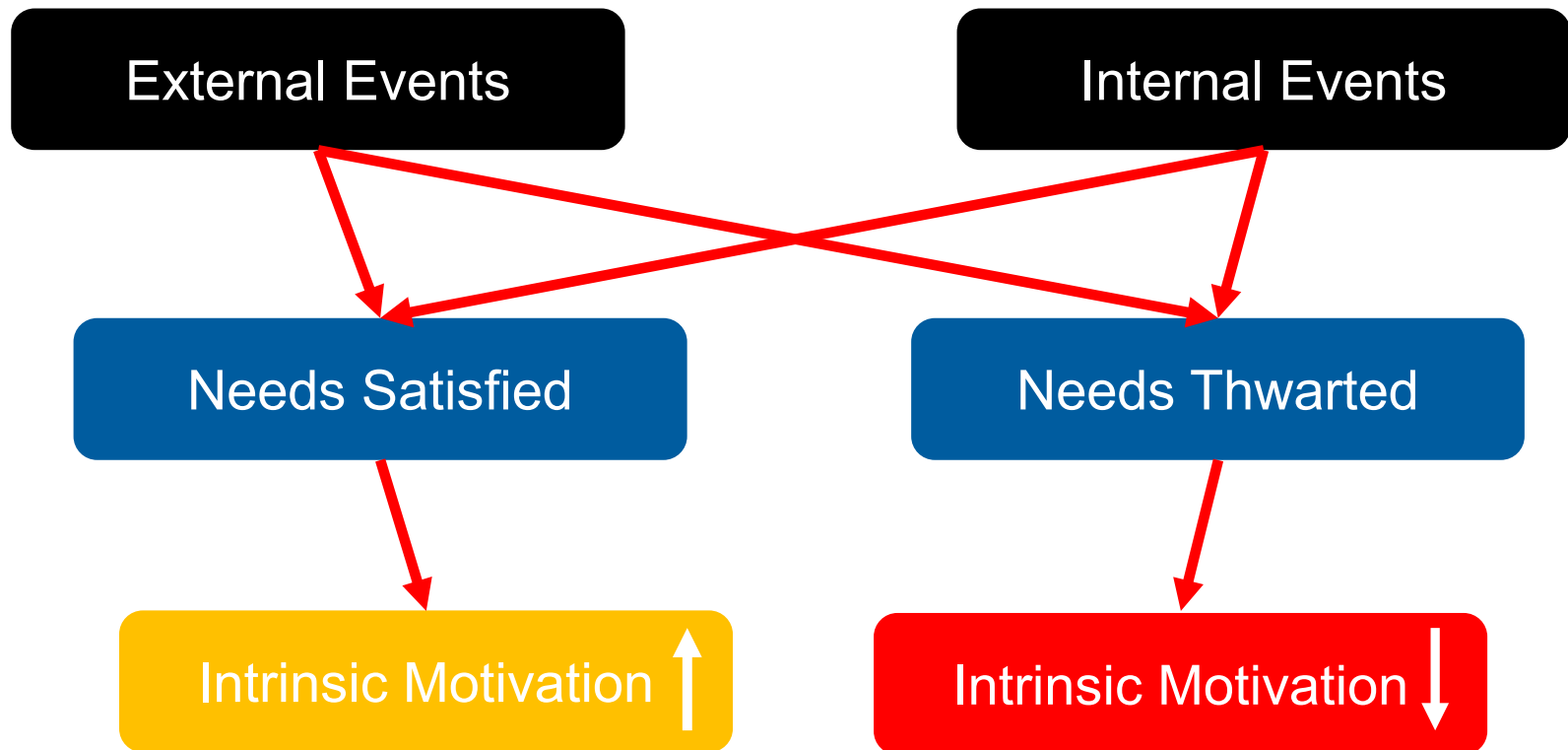
Organismic Integration
Theory

Basic Needs Theory

Goal Content Theory

Causality Orientations
Theory

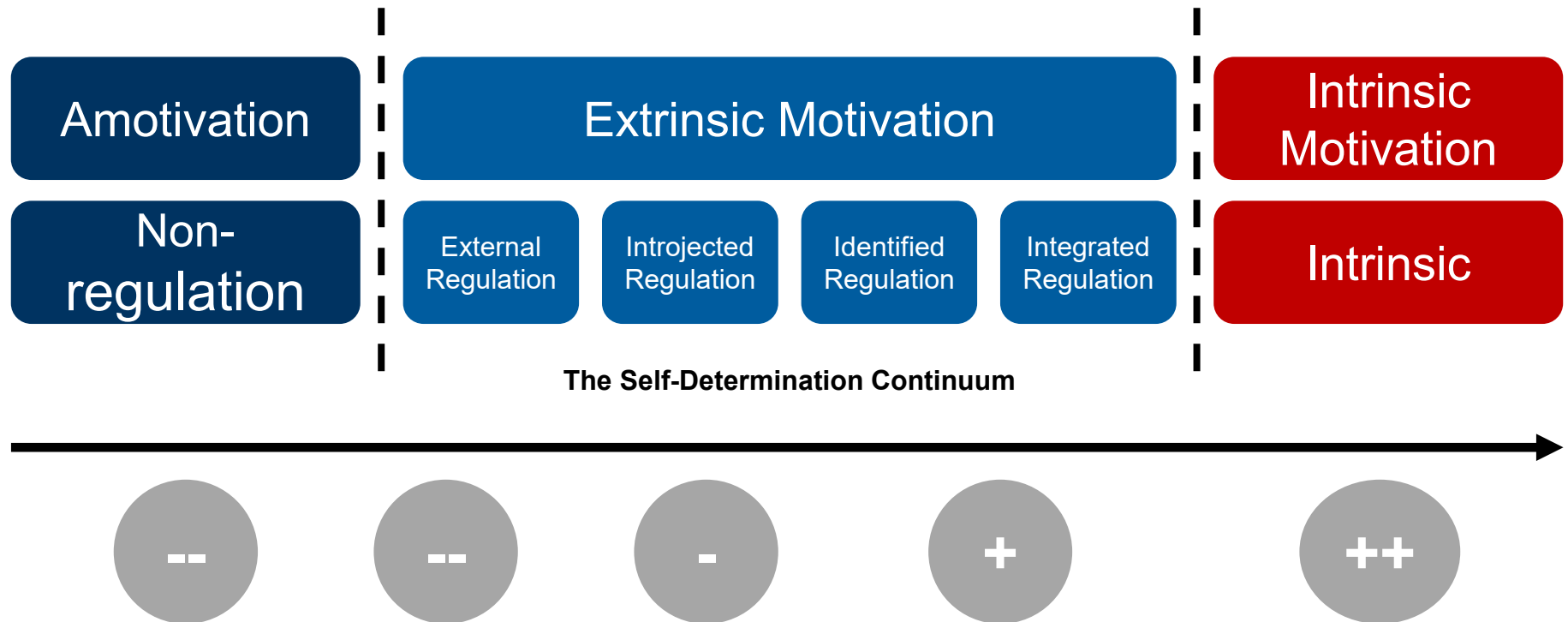
Cognitive Evaluation Theory



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



Causality Orientations Theory

Individual Differences



Autonomous

Controlling

Impersonal

Organismic Integration Theory

Goal Content Theory

Intrinsic

Growth
Relationships
Community
Health

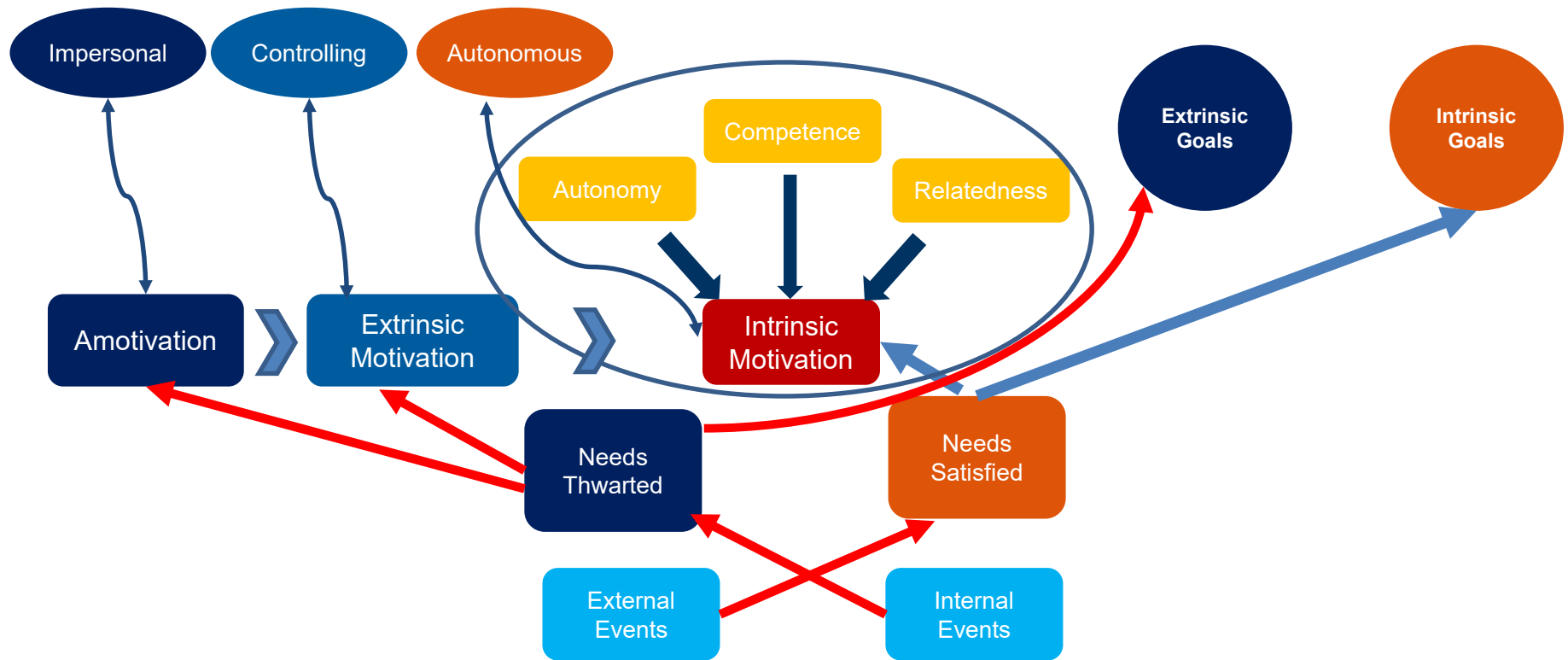
Life Goals



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.

Helping Teachers to be More Autonomy-Supportive: Intervention Studies in Singapore



Social
environment

Psychological needs

Motivational
regulation

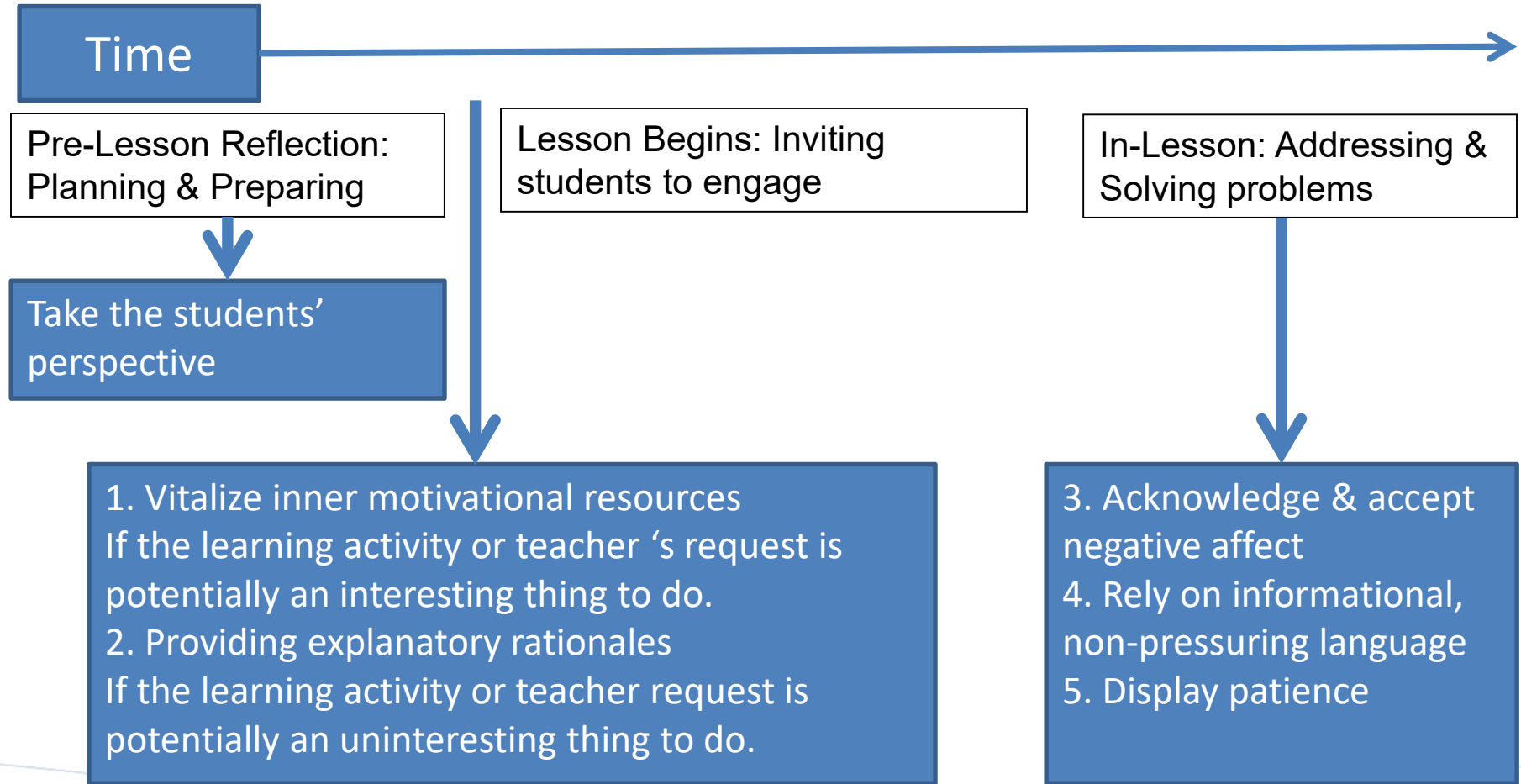
Outcomes

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

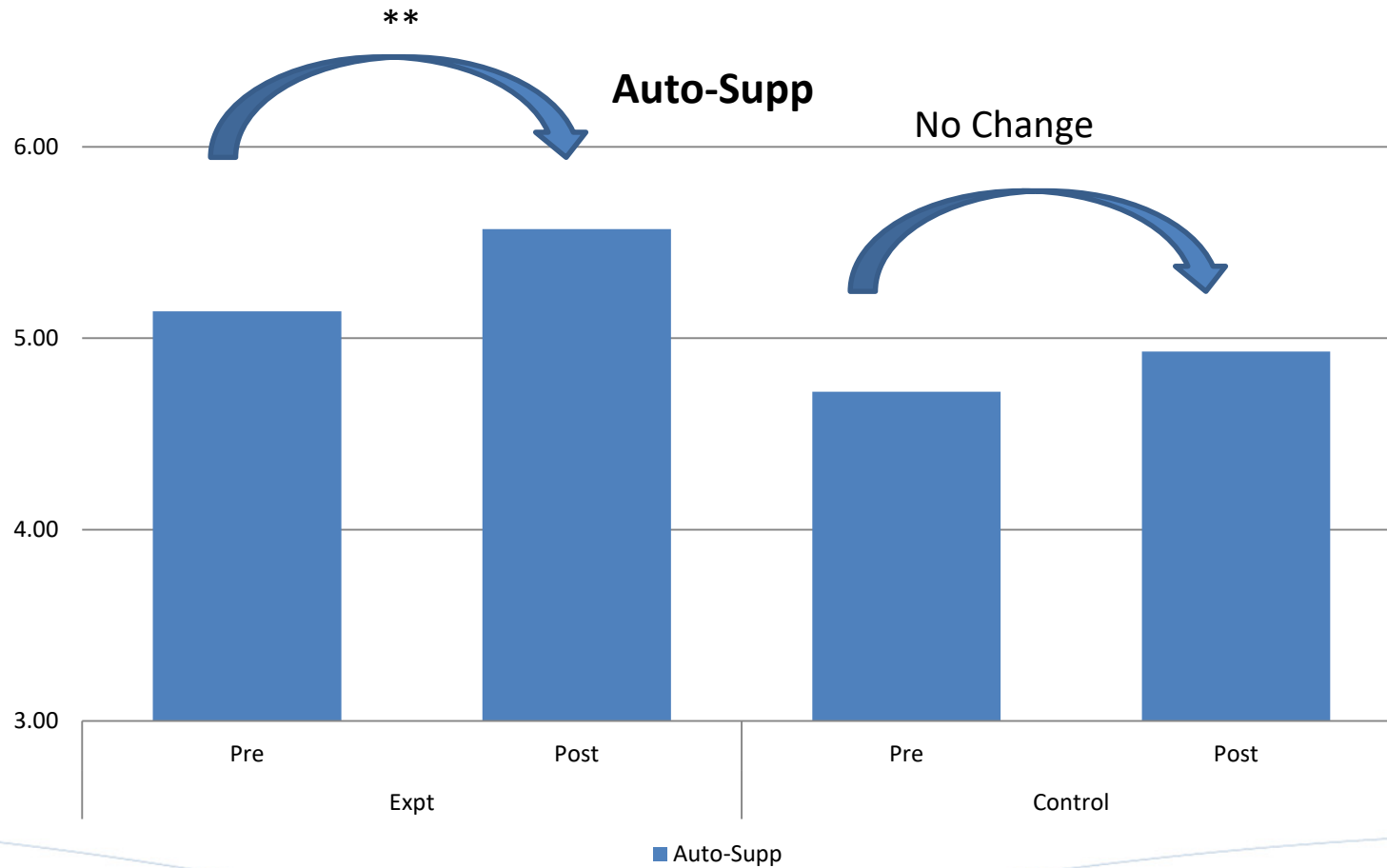
Practice- The 'How'

- Critical Motivational Moments



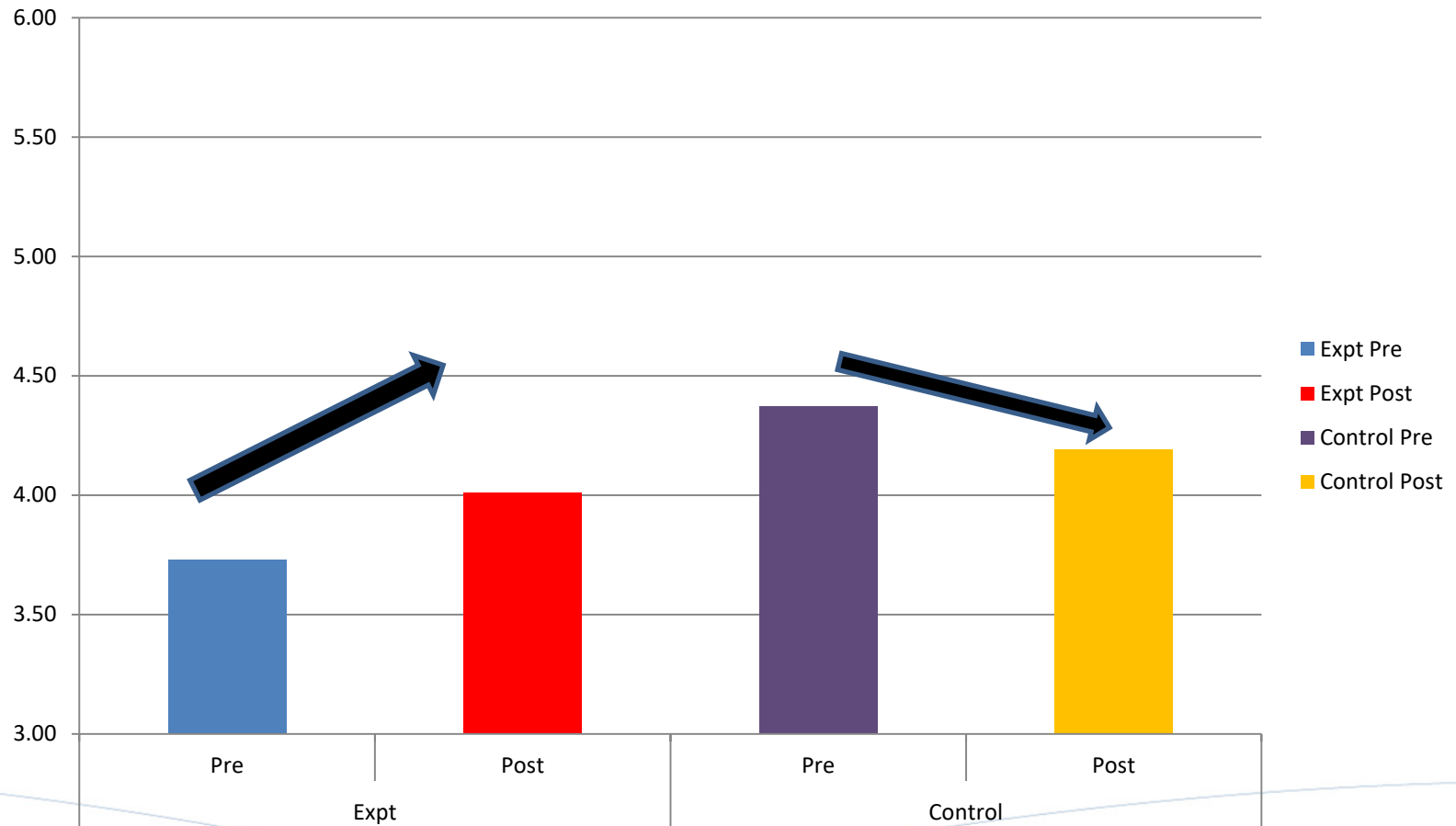


Effects of Intervention



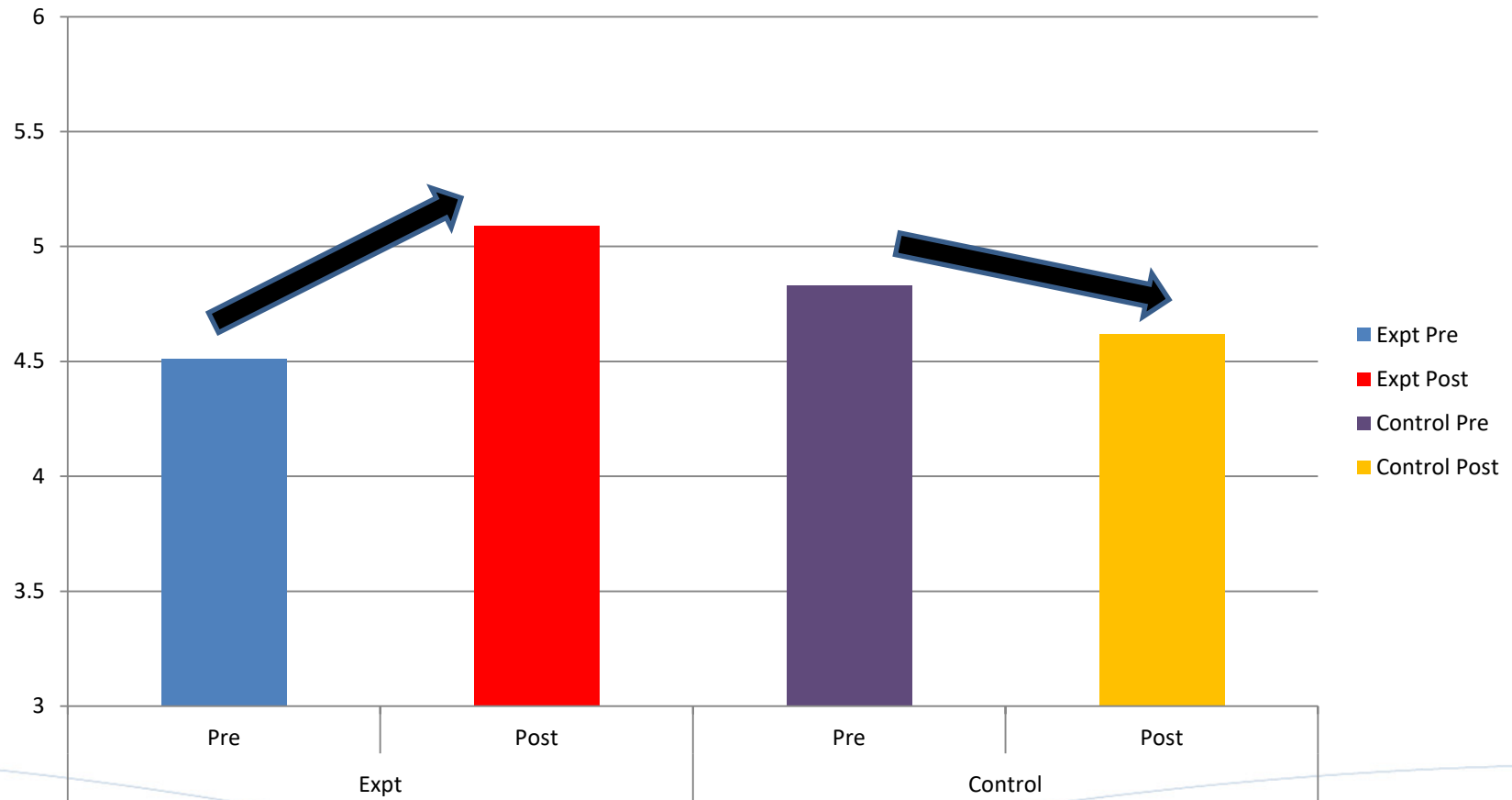
Results

Enjoyment



Results

Effort





Instructional Style: Autonomous vs Controlling

Goals and Autonomy Style

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			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	η^2	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	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 ($p < .05$).

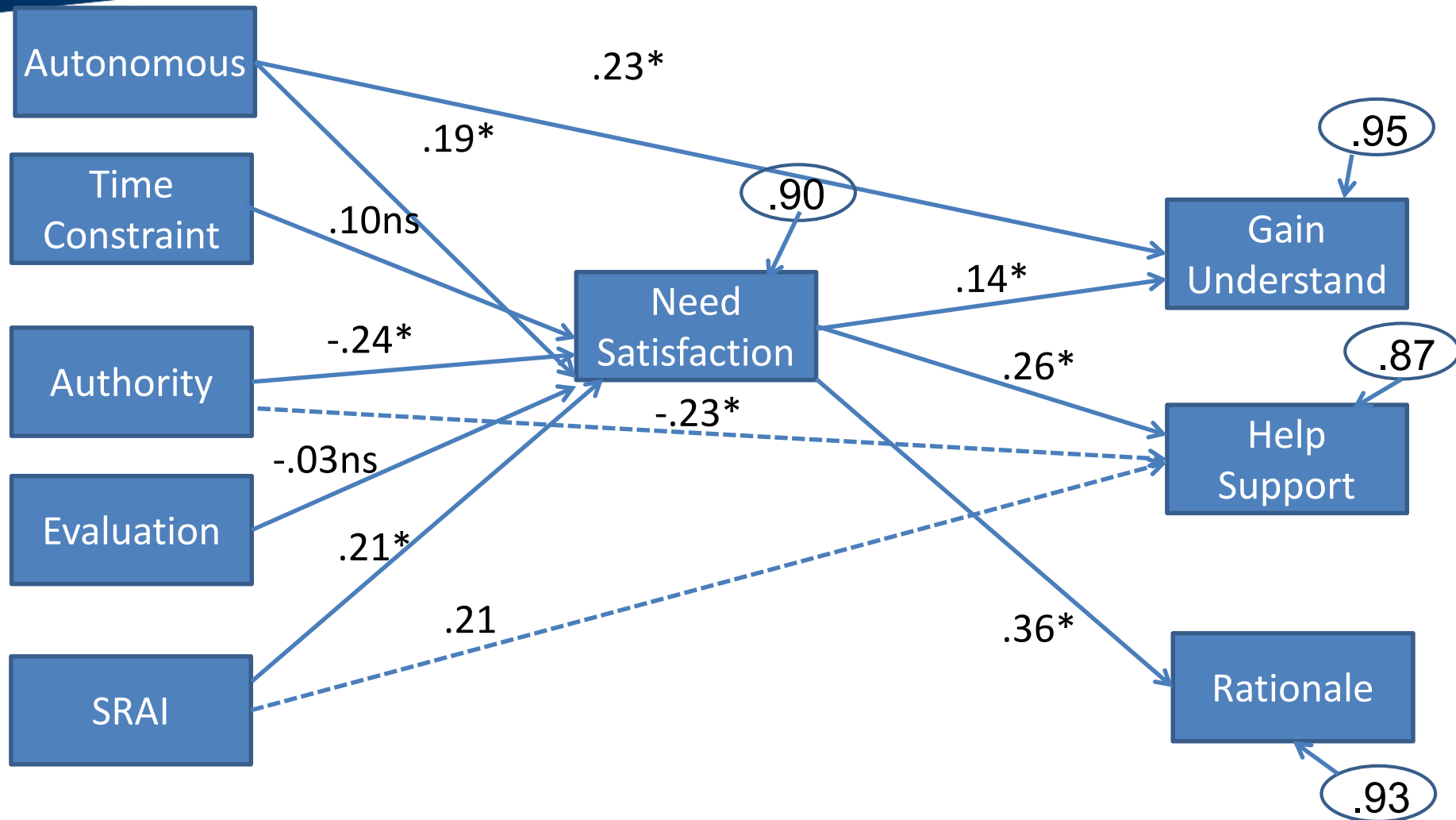
What determines teachers' use of motivational strategies?

Research Questions

- 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

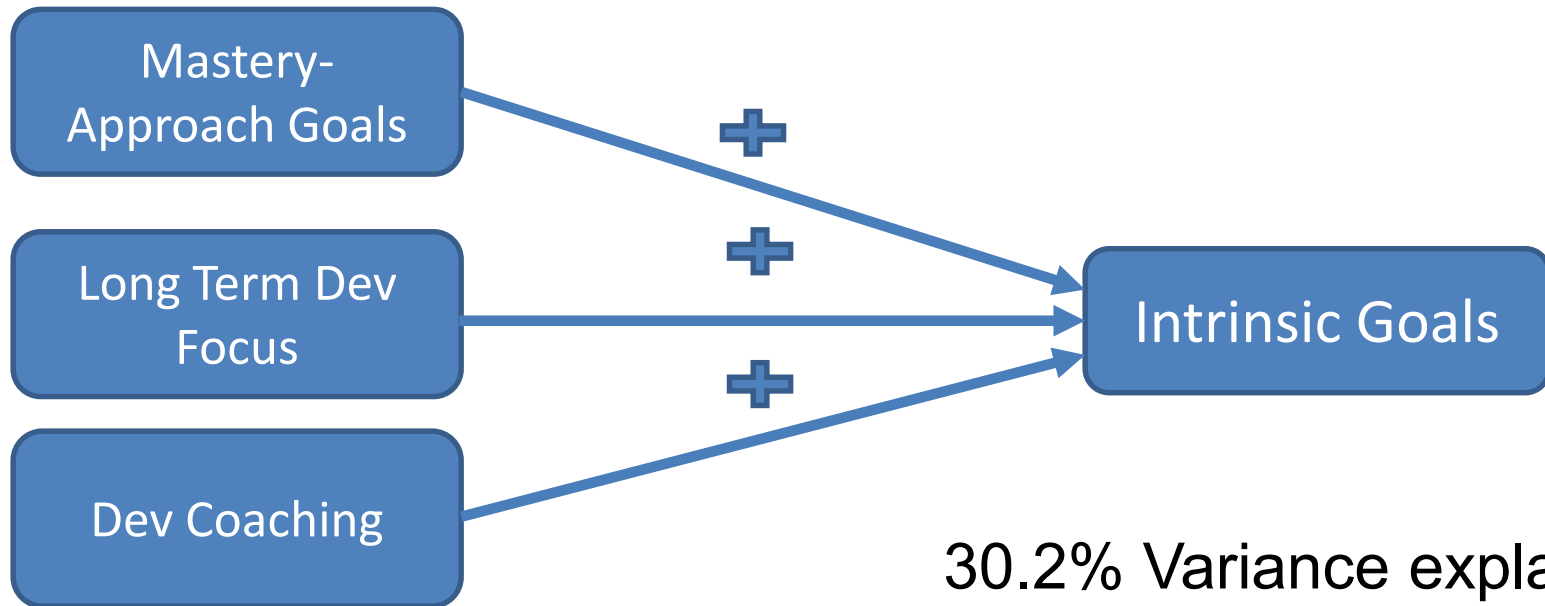
Summary of Findings

- 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.

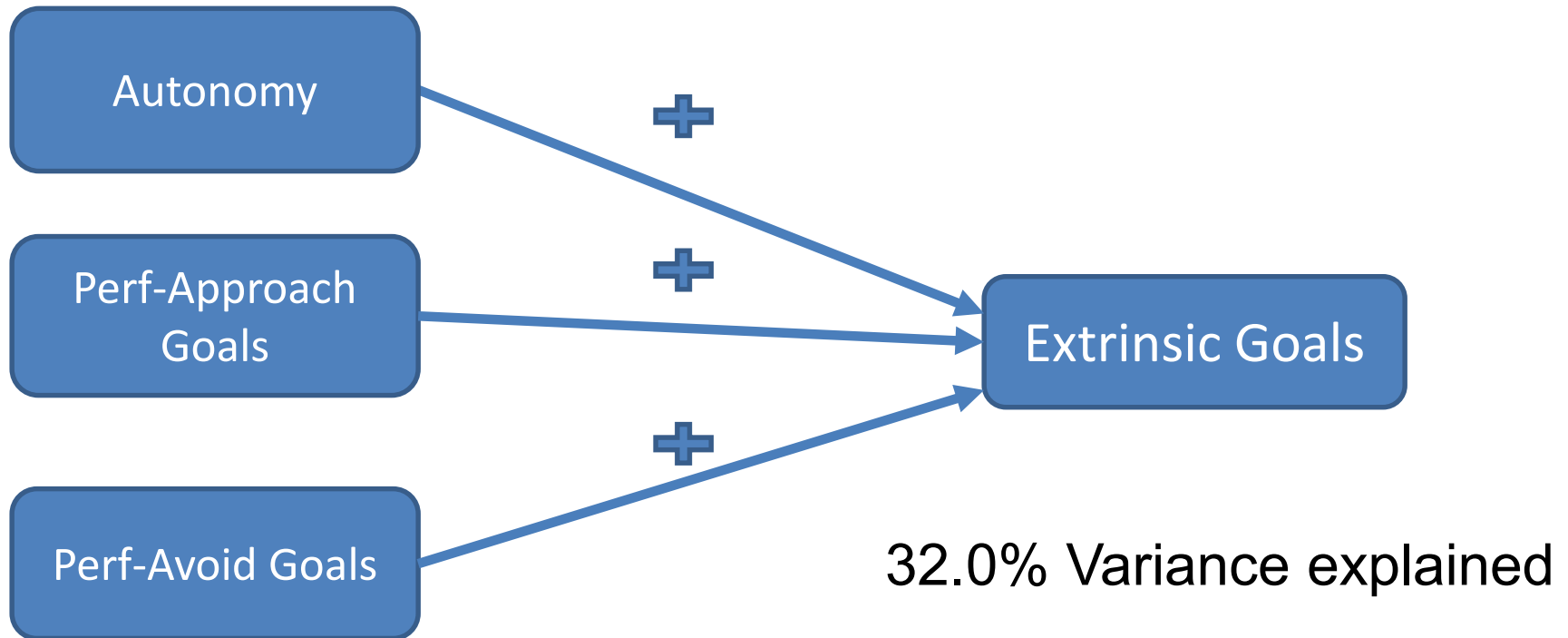
Impact of the Talent Development Environment on Achievement Goals and Life Aspirations of Young Athletes

- 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



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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