YOU CAN'T MAKE ME!

But you can create the right conditions

Dr Janelle Wills
QAGTC
May 24, 2025

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MOTIVATION

Self-determination Theory

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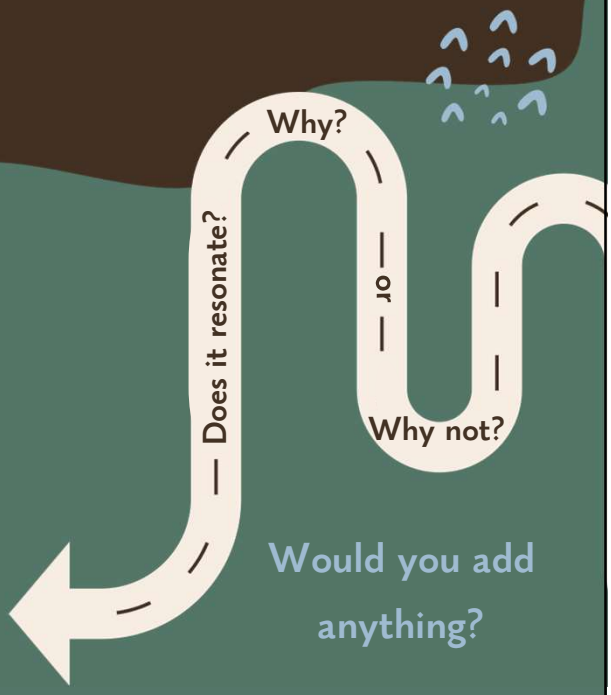
RESONATE AND REASON

"We are doing a disservice to our students if we teach content and routines that become obsolete or impart skills that are not transferable. But most importantly, we are shortchanging our students if we champion learning processes that do not impact on life-wide learning, create learning environments that do not encourge self-determination, and develop students who do not have the drive to learn independently".



Would you add anything?

(from Building Autonomous Learners, 2016)

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SELF-DETERMINATION THEORY

- a framework for understanding human motivation and behaviour developed by Edward Deci and Richard Ryan
- one of the most established motivational theories

Theories provide:

- useful principles for practice and rationale
- a guide for action and intervention

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MOTIVATION

In as much as education is the lighting of a fire, motivation is the torch that lights and sustains the fire.

(Liu, Chee Keng Wang & Ryan, 2016)

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KEY POINTS

Motivation ... is a force that activates, directs, and sustains goal-directed behvaviour.

Motivation studies attempt to examine the factors that drive and energise behaviour.

- intrinsic
- social context

You're not responsible for creating motivated students; you're responsible for creating an environment where students can motivate themselves.

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TYPES OF MOTIVATION

Intrinsic Motivation

Intrinsic motivation is when an individual chooses to engage in an activity for its own sake, whether for interest, pleasure or satisfaction.

(Ryan & Deci, 2017)

Extrinsic Motivation

Extrinsic motivation refers to performing an activity for instrumental reasons rather than for its intrinsic qualities.

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TYPES OF EXTRINSIC MOTIVATION

Autonomous

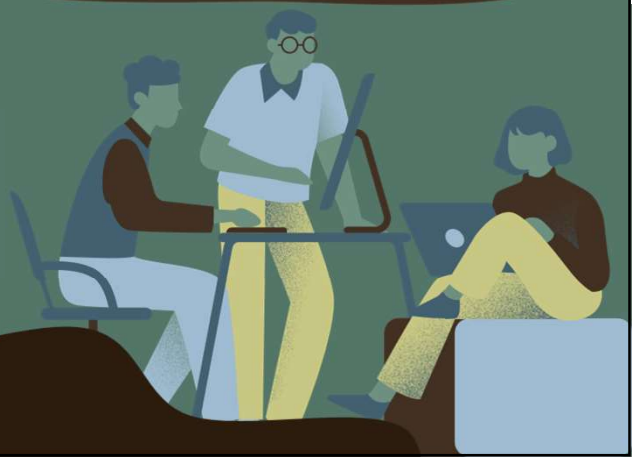
Identified regulation is when behaviours are freely chosen by individuals because they are personally important to them. The behaviour represents the individual's own goal, and the source of motivation is feelings of 'want' rather than 'ought'.

Integrated regulation occurs when the identified regulation is congruent with other values and needs.

Controlled

Introjected regulation is when behaviours are only partially internalised and are performed out of guilt avoidance or ego enhancement.

External regulation represents behaviours that are controlled by external means, such as rewards or external authority.



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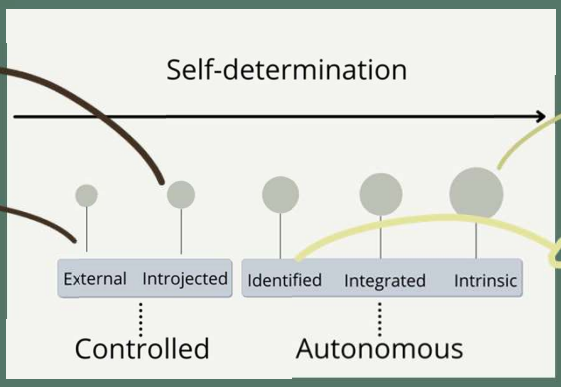
SELF-DETERMINATION CONTINUUM

The more autonomous the motivation is, the more it leads to positive consequences for students

- associated with persistence and performance goals
- indicators of anxiety



- associated with student success and well-being

- not associated with performance or persistence
- associated with decreased well-being.

- associated with persistence

(Guay, 2022)

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AUTONOMOUS MOTIVATION

- stay engaged and persist longer,
- acquire knowledge in a more coherent form,
- apply their knowledge more often,
- achieve higher academic performance over the long term

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DISCUSSION

So What? :

How does what you have heard connect to your context and experience?

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AUTONOMY SUPPORTIVE TEACHING

What is the essence of autonomy-supportive teaching?

What are its "active ingredients" that support students' motivation so well?

(Reeve and Cheon, 2021)

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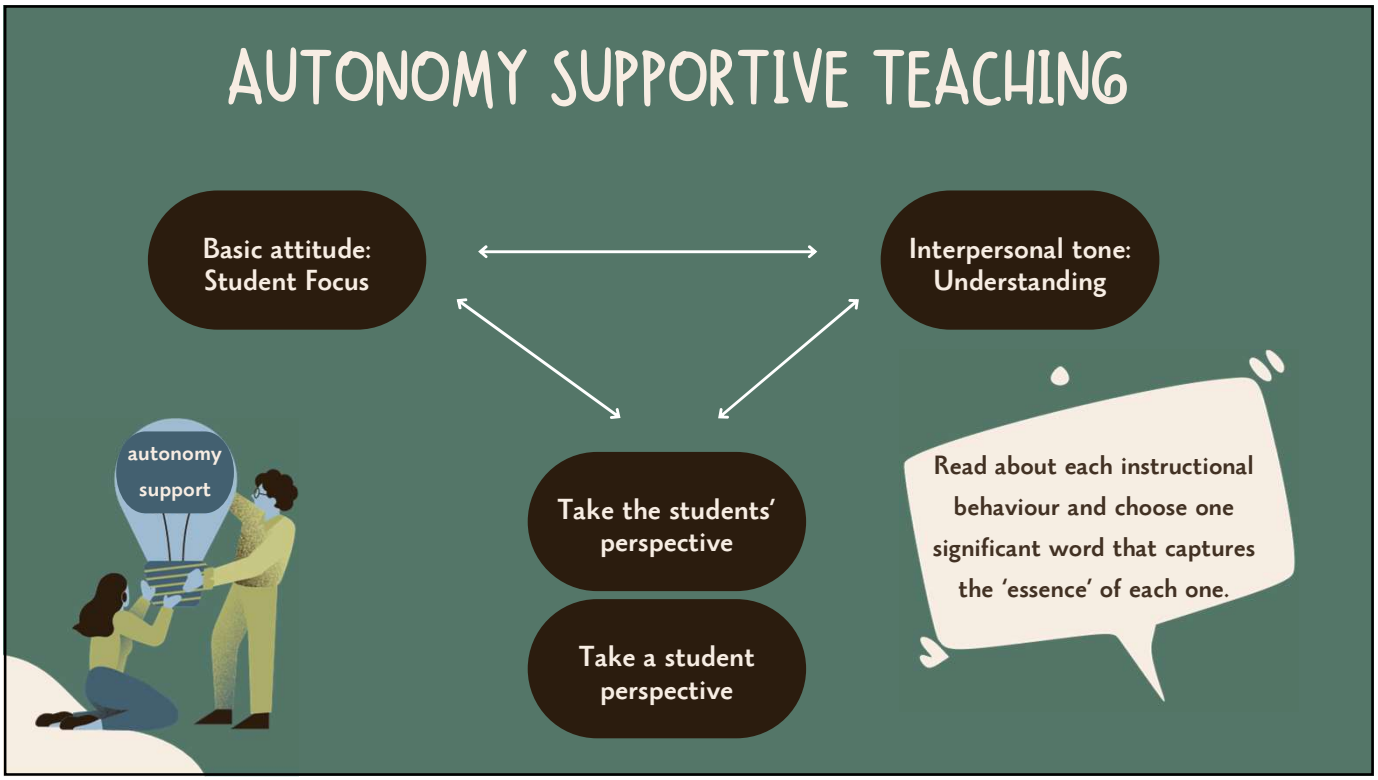
AUTONOMY SUPPORTIVE TEACHING
Basic attitude: Student Focus
Interpersonal tone: Understanding
autonomy support
Take the students' perspective
Take a student perspective
Read about each instructional behaviour and choose one significant word that captures the 'essence' of each one.

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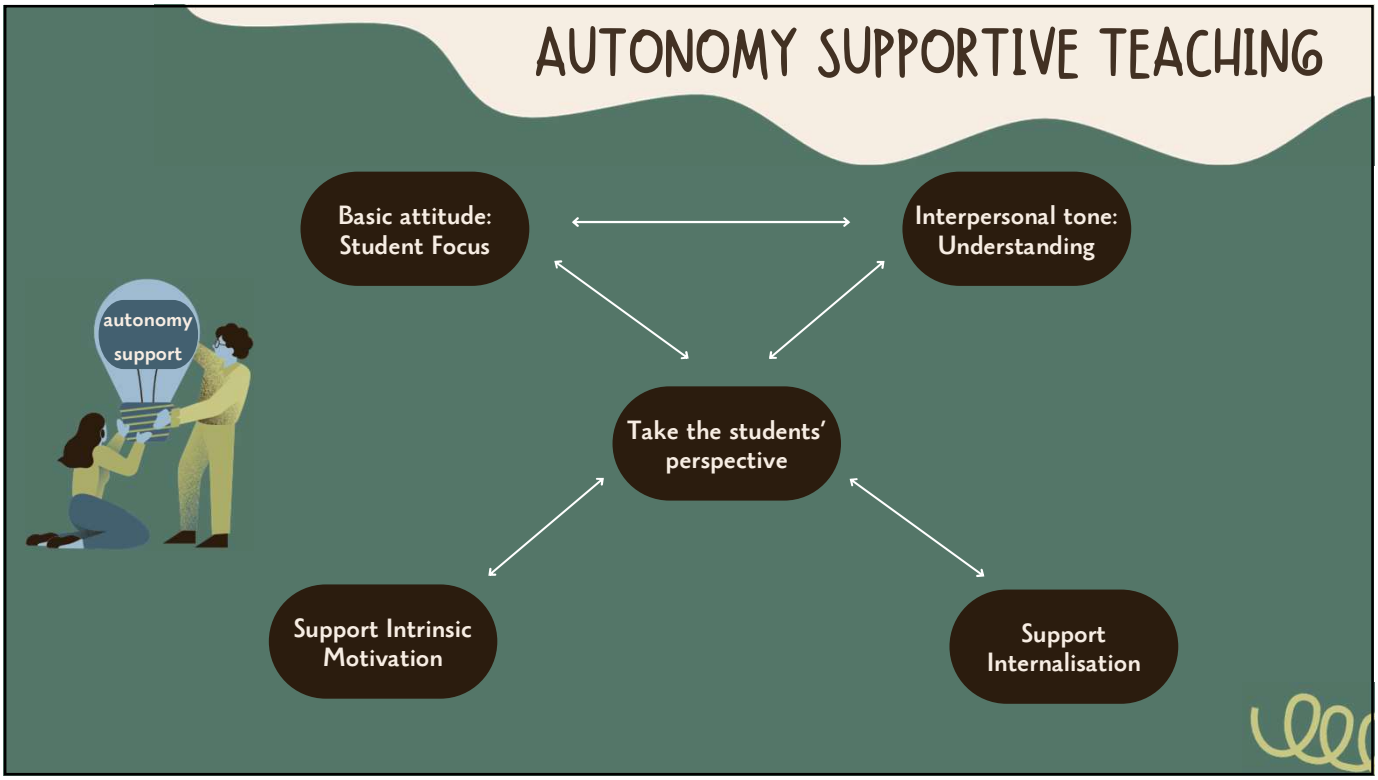
AUTONOMY SUPPORTIVE TEACHING
Basic attitude: Student Focus
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Take the students' perspective
Support Intrinsic Motivation
Support Internalisation

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Support Internalisation

Provide explanatory rationales

A rationale is a verbal explanation as to why putting forth effort during theactivity might be personally useful.

Acknowledge negative feelings

The teacher recognises that their request may clash with students' preferences and accepts the feeling as potentially valid ... "Yes, you are right; we have practiced this same skill many times before, haven't we?" Okay, what can we do differently this time? Any suggestions?

Rely on invitational language

Encourage student initiative and behaviour change by relying on volition-rich language (i.e., "You might want to...," "You might consider..."

Display patience

Patience is the optimistic calmness a teacher shows as students struggle to start, adjust, and change their behaviour.

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Support Intrinsic Motivation

Invite students to pursue their interests

Present learning activities in need-satisfying ways

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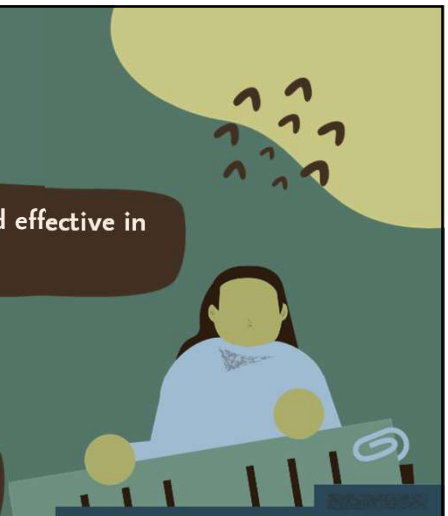
THREE PSYCHOLOGICAL NEEDS

Competence =The desire to feel competent and effective in dealing with the surroundings.

Autonomy = Having control over one's behaviour and choices.

Relatedness = Feeling connected to others and having a sense of belonging.



When these needs are satisfied it leads to autonomous motivation

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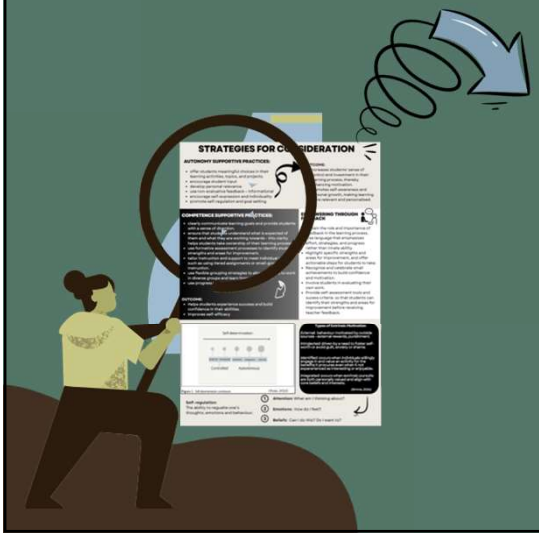
AUTONOMY supportive practices



- meaningful choices
- student input
- develop personal relevance
- non-evaluative feedback
- encourage self-expression and individuality
- promote self-regulation and goal setting

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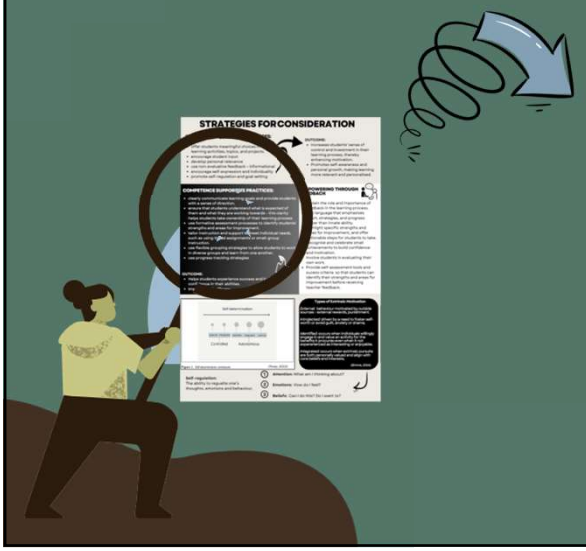
COMPETENCE supportive practices



- clear learning goals
- clear expectations
- use of formative assessment processes
- tailored instruction
- flexible grouping strategies
- progress tracking strategies

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REFLECTION

- In what ways do you do you communicate learning goals so that they are clear, specific and use student friendly language?
- When asked, are students able to paraphrase the learning goals? How do I know?
- In what ways do you share examples/models of student work and co-construct success criteria with students?
- How do you use formative assessment to check on and communicate learning progression?

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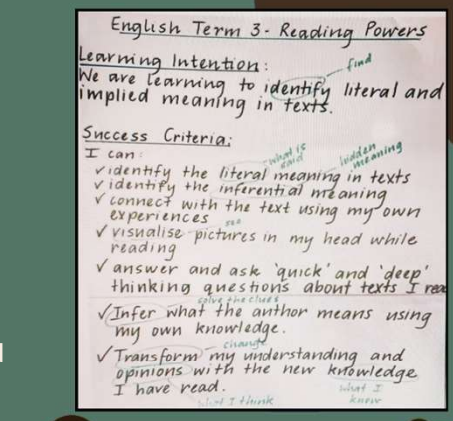

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RELATEDNESS supportive practices

- peer collaboration and cooperation
- opportunities for students to work together
- communicate a clear acknowledgement of students' perspectives
- inclusive classroom atmosphere
- norms that promote kindness
- team-building activities

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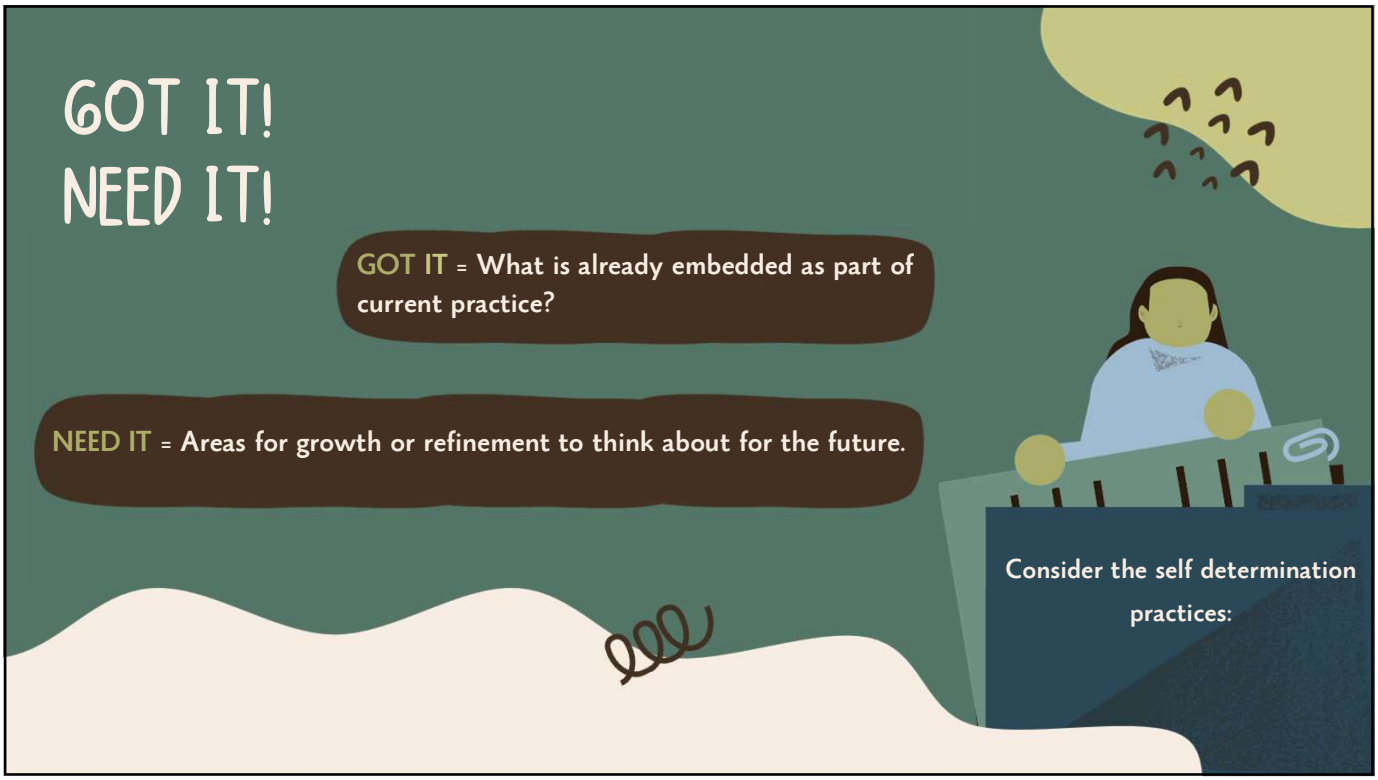
GOT IT!
NEED IT!
GOT IT = What is already embedded as part of current practice?
NEED IT = Areas for growth or refinement to think about for the future.
Consider the self determination practices:

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THANK YOU!
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