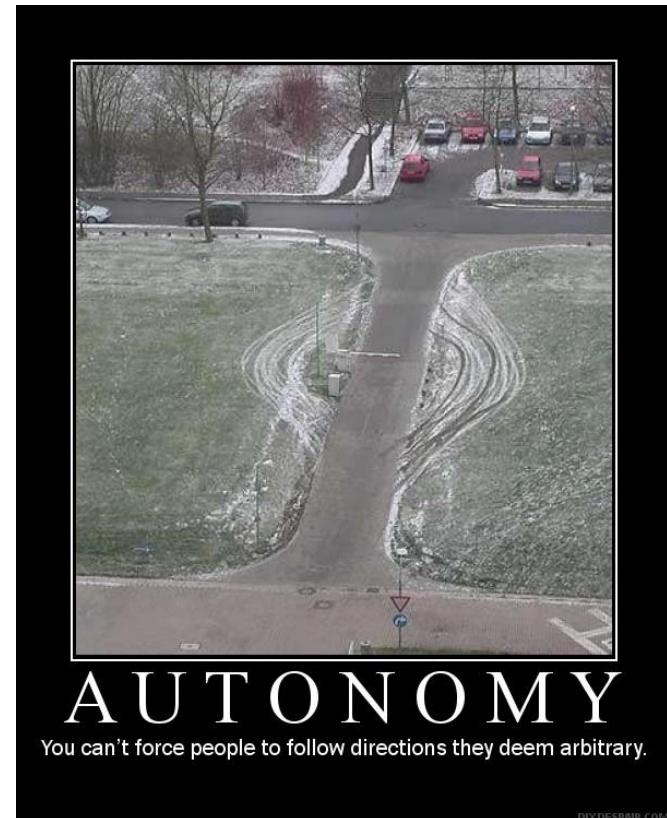


# Autonomy Support in Education: Fostering intrinsic motivation

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Social Service Institute (SSI)  
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2 – 4.30 p.m.



# Contents of presentation

- Introduction
- Theoretical background
- Research & key findings
- Implications
- Conclusion

*Going forward, we can build on and re-imagine how we can further broaden and deepen the learning of our students to prepare them for life.*

Education Minister Heng  
(Ministry of Education Work Plan Seminar 2013)

# DEFINING NEEDS

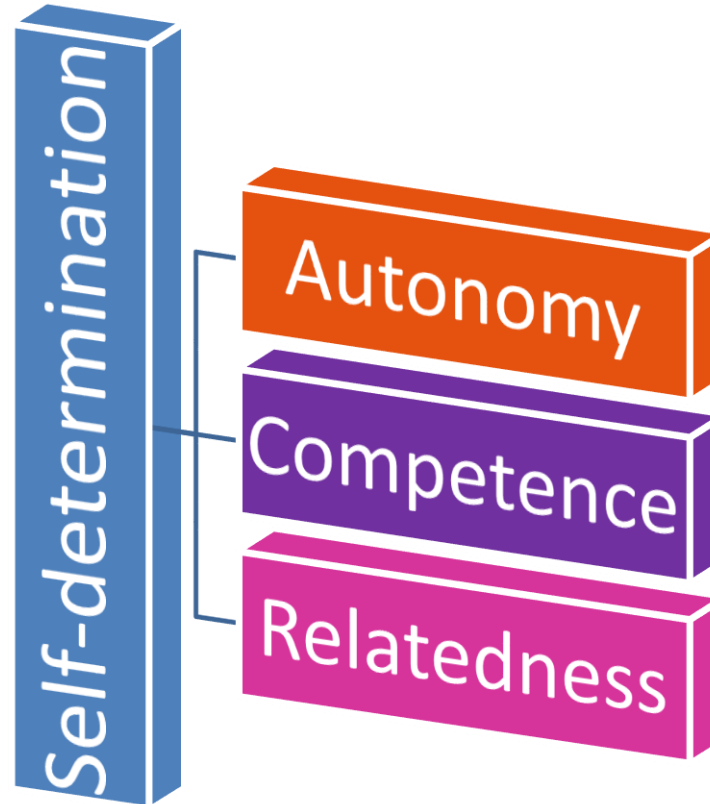
- Innate psychological nutriments
- Essential for ongoing **psychological growth, integrity, and well-being**

"Research by psychologists Richard Ryan, PhD, and Edward Deci, PhD, on Self-Determination Theory indicates that intrinsic motivation... flourishes in contexts that satisfy human needs for **COMPETENCE**, **AUTONOMY**, and **RELATEDNESS**."

-American Psychological Association

July 21, 2004

# THREE BASIC PSYCHOLOGICAL NEEDS

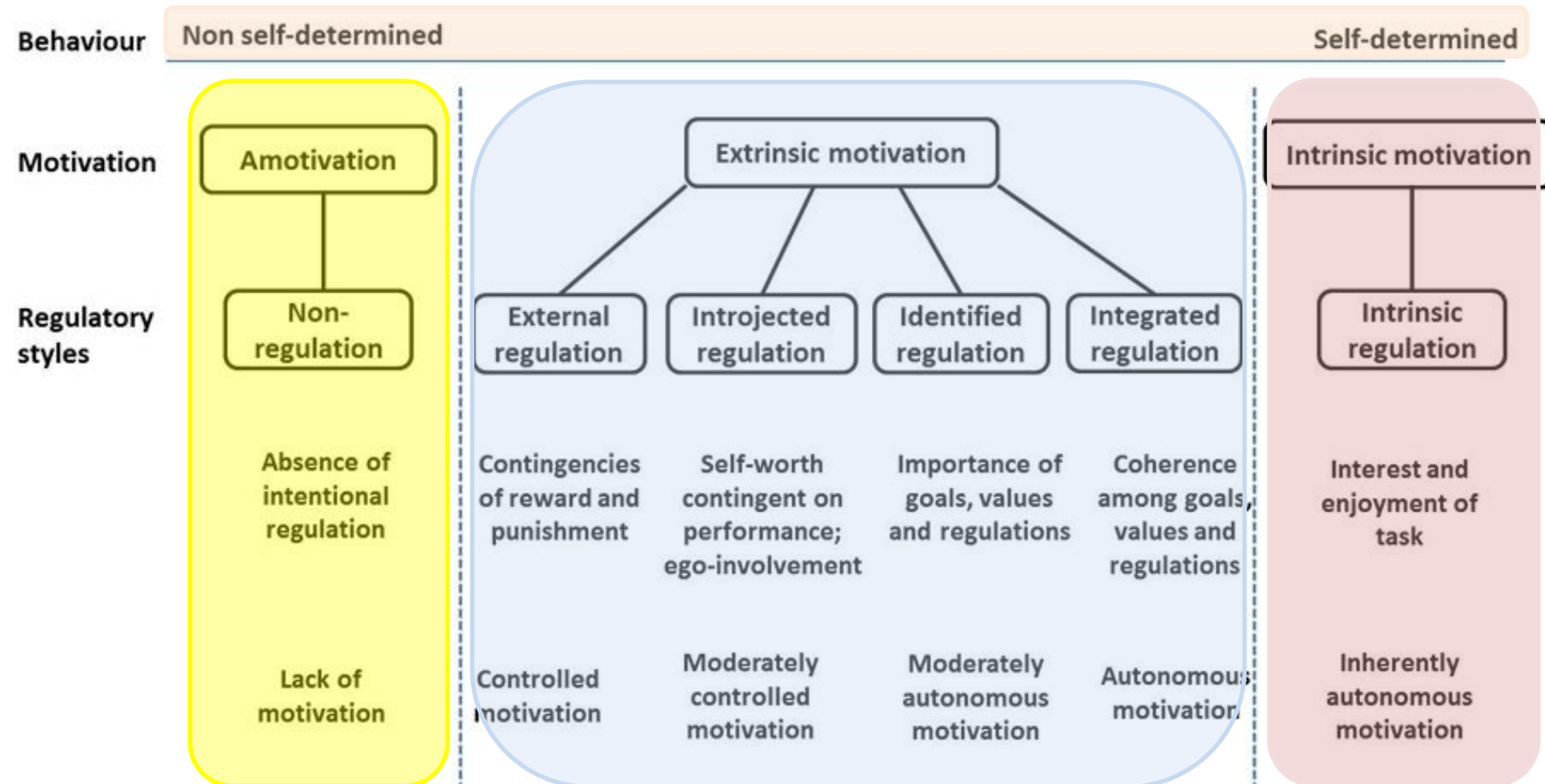


# SELF-DETERMINATION THEORY (SDT)

*Understanding of **human motivation**  
requires a consideration of  
**innate psychological needs** for  
**autonomy, competence and  
relatedness.***

Deci & Ryan, 2000

# Self-Determination Continuum



The self-determination continuum showing types of motivation with their regulatory styles (Ryan & Deci, 2000; Gagné & Deci, 2005)



# Autonomy support

- Interpersonal behavior
- To involve and **nurture** another person's **volitional intentions to act** (Reeve & Jang, 2006).

# Autonomy-supportive teachers

- **Nurture** students' intrinsic motivation;
- Convey **choice** by using neutral language;
- Provide **positive feedback** related to students' effort and not performance;
- Provide **meaningful rationale** endorsing the benefits of learning that topic/subject; &
- **Acknowledge** students' negative emotion or difficulty.

# Which Feedback is Better?

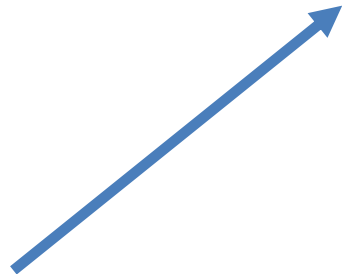
You did as I expected it  
you to perform.

You did well on this task.

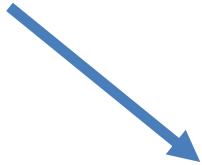
Controlling positive  
feedback

Predicted less intrinsic  
liking of task

Informational positive  
feedback



High ?



Low ?

# Key Findings

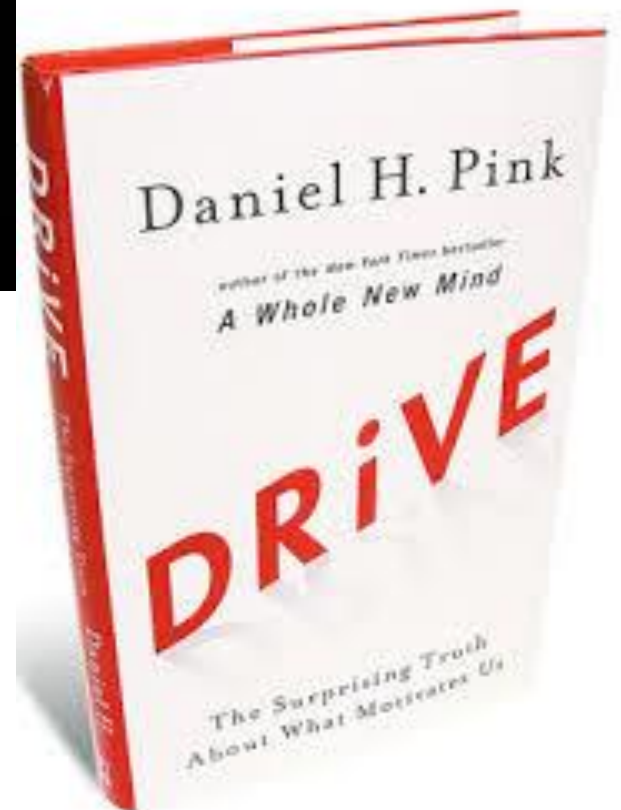
- Autonomy-supportive teachers provide **informational (positive and constructive) feedback** (Reeve, 2009).
- Teachers can become
  - more conscious of what they say and do in class
  - more flexible in attuning to students' needs
  - bringing out an adaptive and autonomous way of learning (Brown & Ryan, 2003; Reeve, 2009).

# Implications

- Promote **autonomy-supportive learning climate** → more innovative and sustainable
- Adaptive teaching strategies to prepare students for **lifelong learning**
- **Empower students to learn** and make own decisions during their learning process.

*The only way to do great work is  
to love what you do.*

~Steve Jobs





I wanna

**Say**

*Thank*

*You*