

Helping Teachers Develop a More Autonomy-Supportive Classroom Motivating Style

Understanding Motivation in the Classroom: Evidence and Practices

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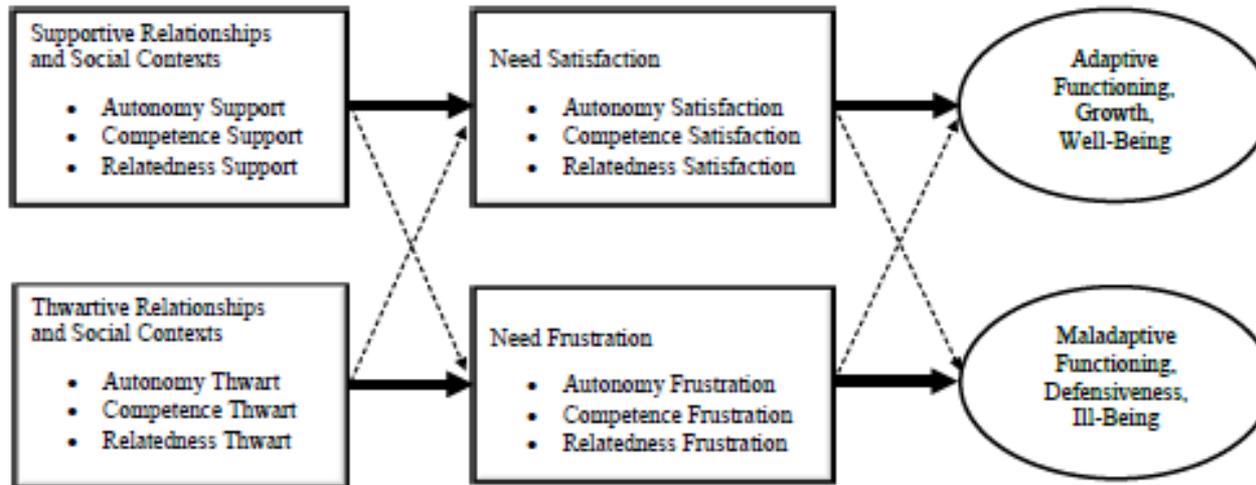
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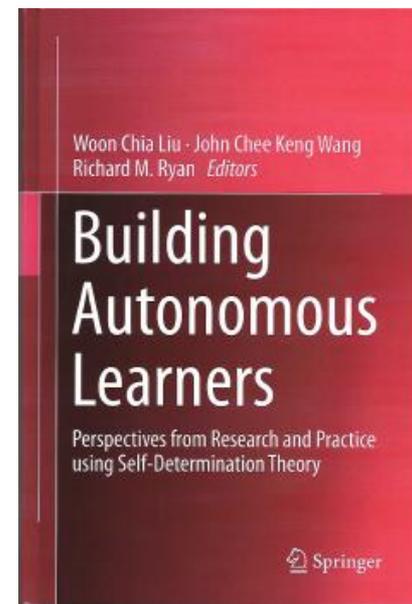
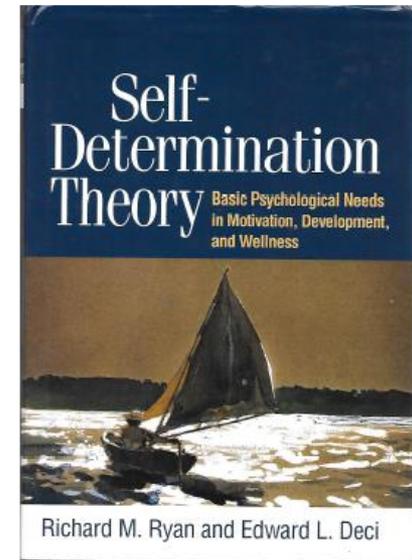


Conceptualizing Students' Classroom Motivation: A Needs-Based Approach

- 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

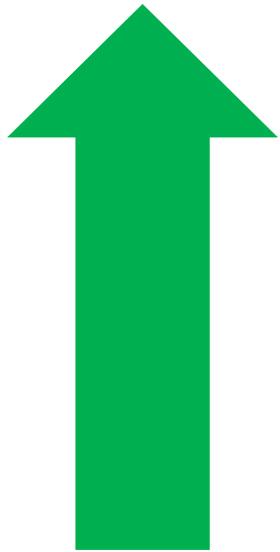
Student: “When I interact with this activity and when I interact with my teacher, these interactions create in me experiences of...”

- **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.

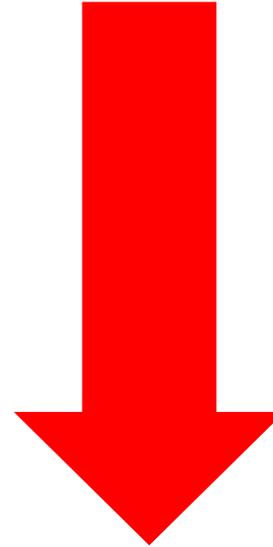
Okay, How Do You Do That?

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

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

Neutral

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

Controlling

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



TEACHER CONTROL

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

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

	<i>Never, Not at All</i>		<i>Occasionally</i>				<i>Frequently, Always</i>
	1	2	3	4	5	6	7
Takes the Students' Perspective <ul style="list-style-type: none"> Invites, Asks for, Welcomes, and Incorporates Students' Input Is "In Synch" with Students Is Aware of Students' Needs, Wants, Goals, Priorities, Preferences, and Emotions 	1	2	3	4	5	6	7
Vitalizes Inner Motivational Resources during Instruction <ul style="list-style-type: none"> Piques Curiosity Provides Interesting Learning Activities Vitalizes and Supports Students' Autonomy, Competence, Relatedness Frames Learning Activities with Students' Intrinsic Goals 	1	2	3	4	5	6	7
Provides Explanatory Rationales for Requests, Rules, Procedures, and Uninteresting Activities <ul style="list-style-type: none"> Explains Why; Says, "Because...", "The reason is..." Identifies the Value, Importance, Benefit, Use, Utility of a Request 	1	2	3	4	5	6	7
Uses Non-Pressuring, Informational Language <ul style="list-style-type: none"> Flexible, Open-minded, Responsive Communication Provides Choices, Provides Options Verbally and Nonverbally says, "You may...", "You might..." 	1	2	3	4	5	6	7
Acknowledges and Accepts Negative Affect <ul style="list-style-type: none"> Listens Carefully, Non-Defensively, with Understanding Acknowledges Students' Negative Affect ("Okay"; "Yes") Accepts Complaints as Valid 	1	2	3	4	5	6	7
Displays Patience <ul style="list-style-type: none"> Allows Students to Work at their Own Pace, in their Own Way Calmly Waits for Signals of Students' Initiative, Input, Willingness 	1	2	3	4	5	6	7

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



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.

Poor Performance

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

Misbehavior

- Students act irresponsibly.
- Students act disrespectfully, 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:

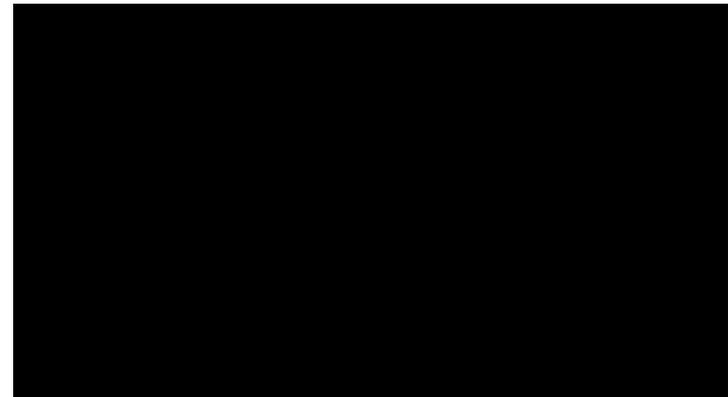
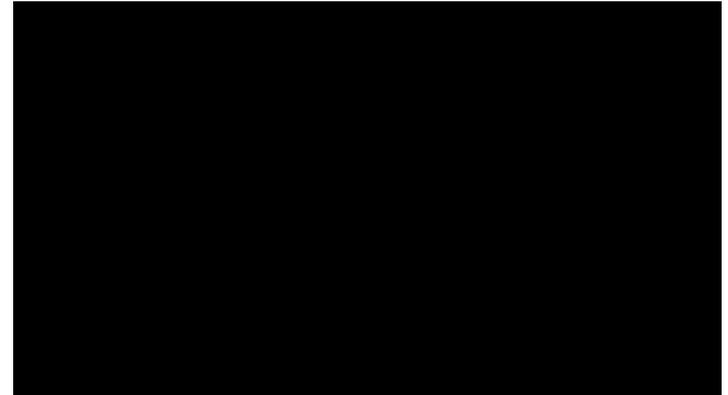
“**I see** that you all are not very enthusiastic about today’s lesson.”

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:

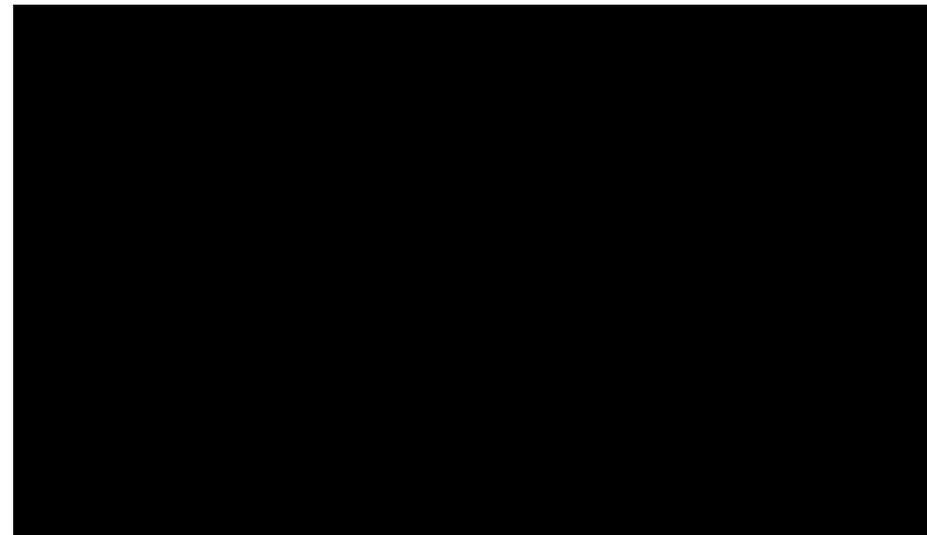
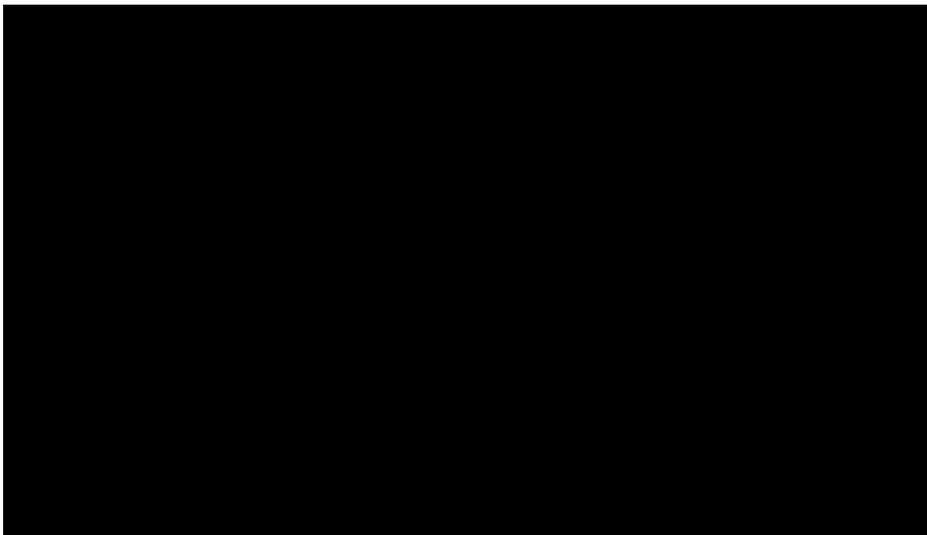
- Verbal explanations to help students understand why self-regulation of the activity would have personal utility. Explanations to help students transform (i.e., internalize) *something not worth* doing into *something worth doing*—something worth their time, attention, and effort.

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?*



Recommended Autonomy-Supportive Instructional Behavior #5: Rely on Invitational, Informational Language

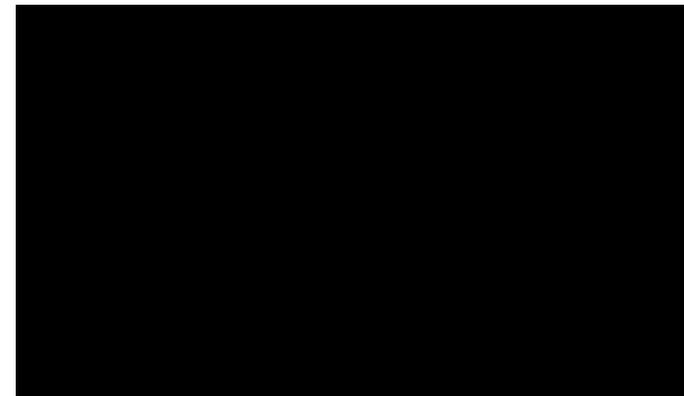
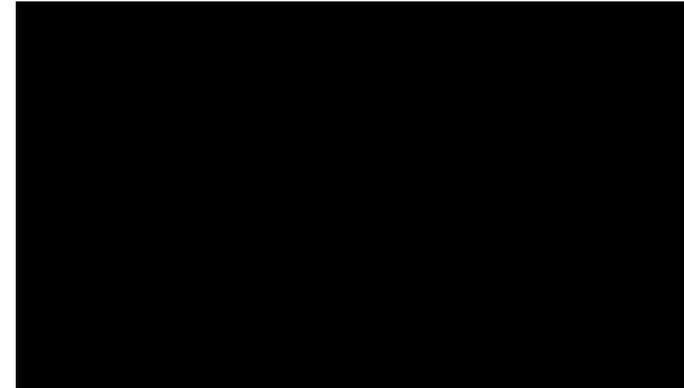
What it is:

- 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:

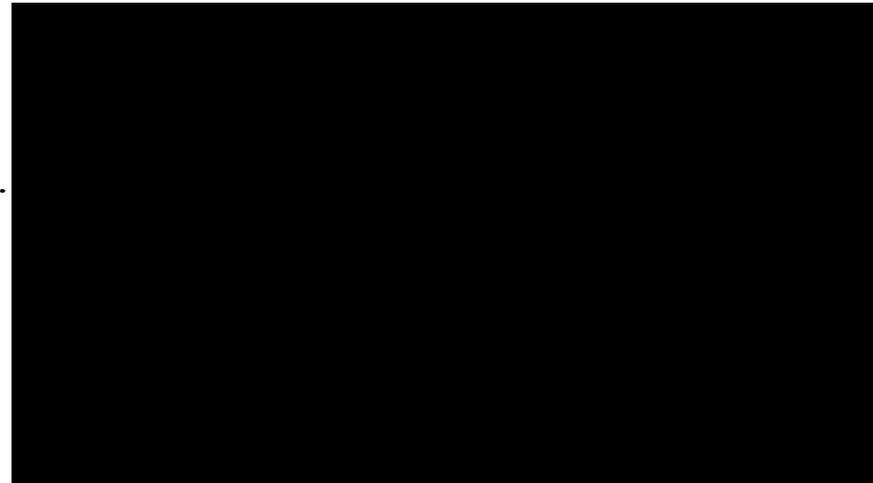
- Calmly waiting for students' input, initiative, and willingness. Giving students the time and space they need during learning activities to learn, to experiment, try go in their own direction, to work at their own pace, and to rely on their own natural rhythm (pace).

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...



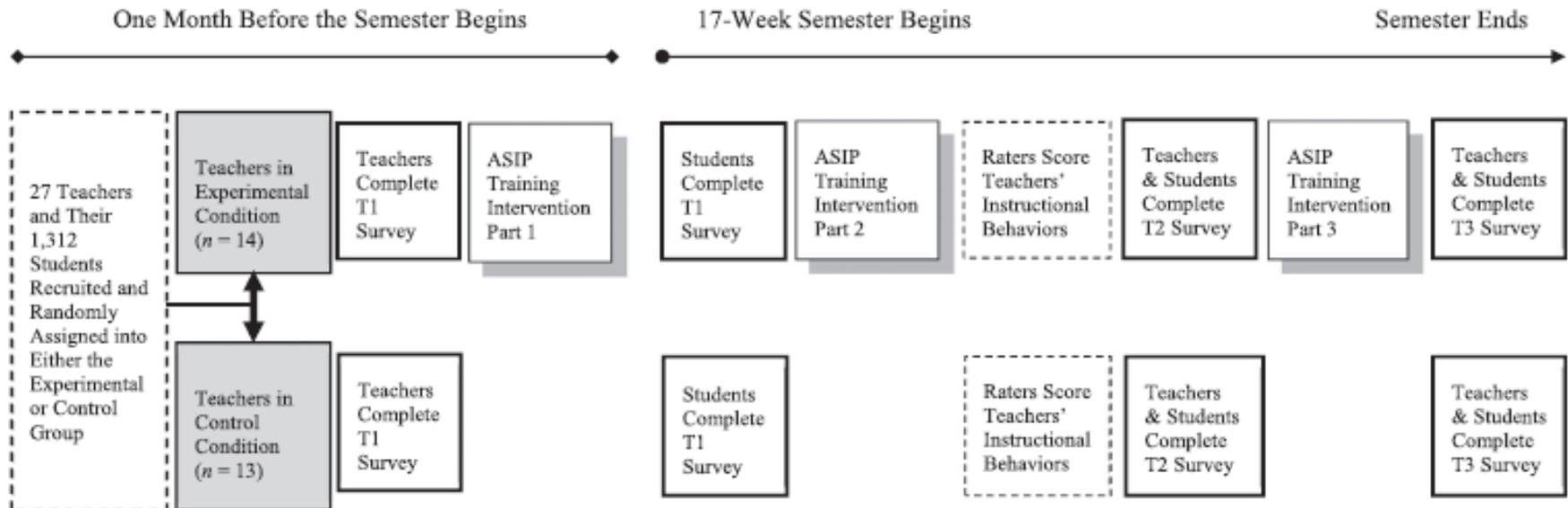
(1)Do: Give students the time and space they need to work, experiment, and learn at their own pace. Watch, listen, be responsive, provide help when/if asked.

(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



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

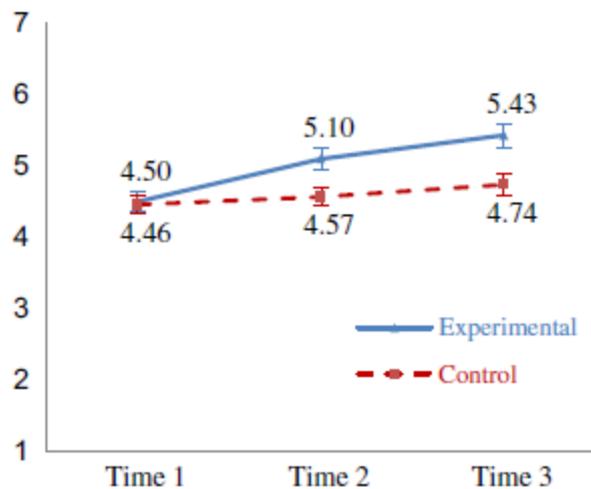
Teachers share their classroom experiences and help each other solve particular classroom problems.

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.

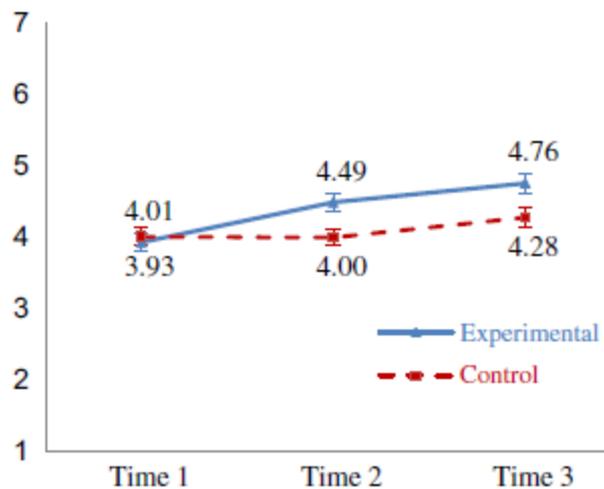
Student Benefits

Greater Psychological Need Satisfaction

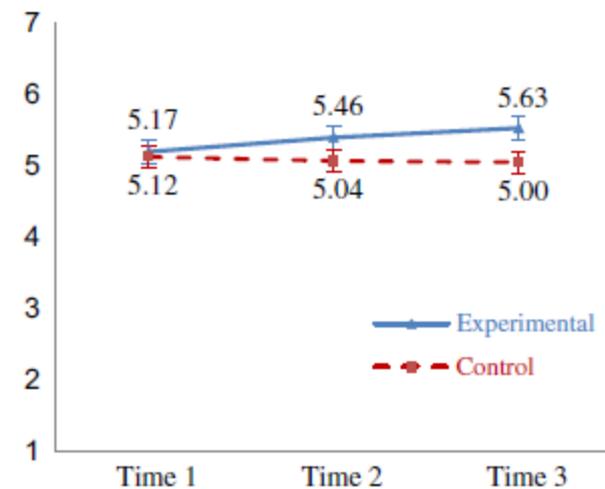
Autonomy Need Satisfaction



Competence Need Satisfaction



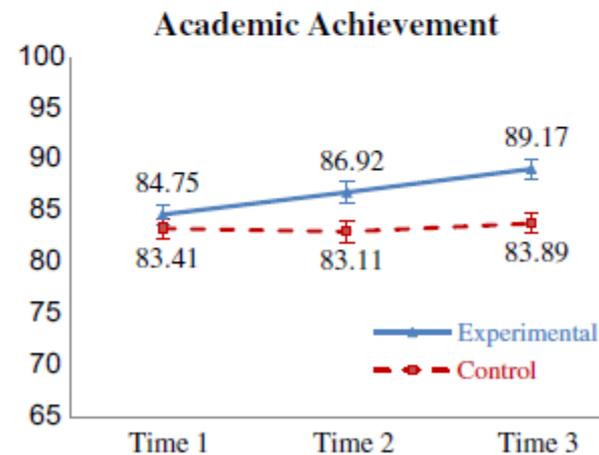
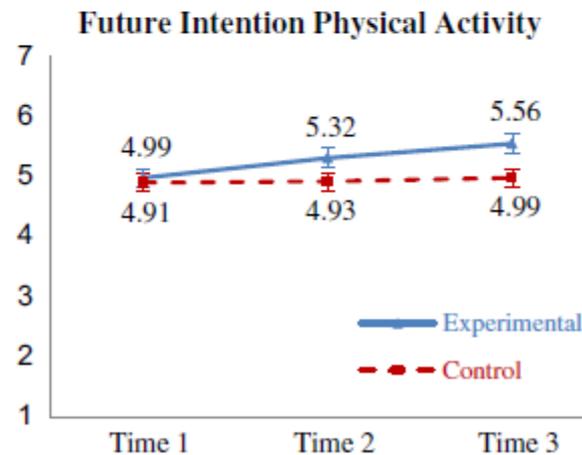
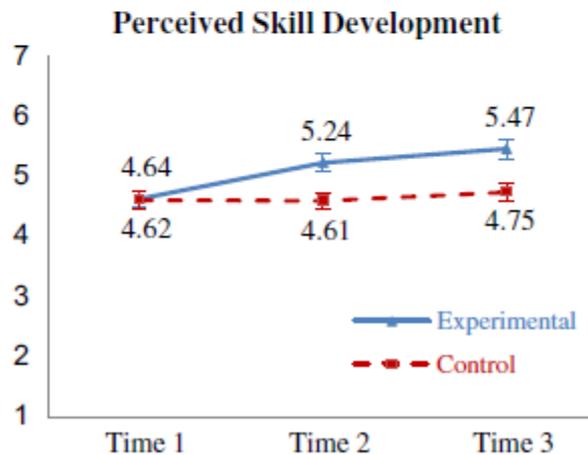
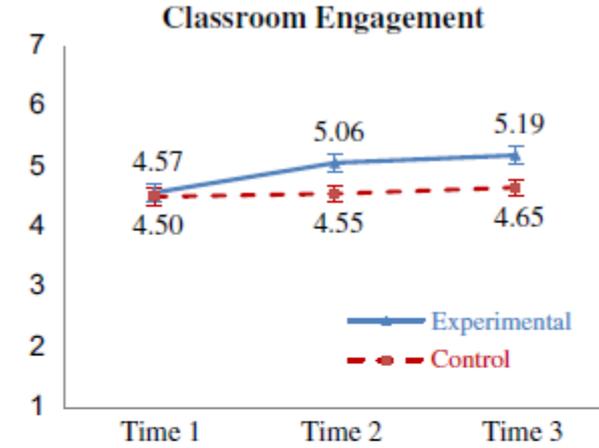
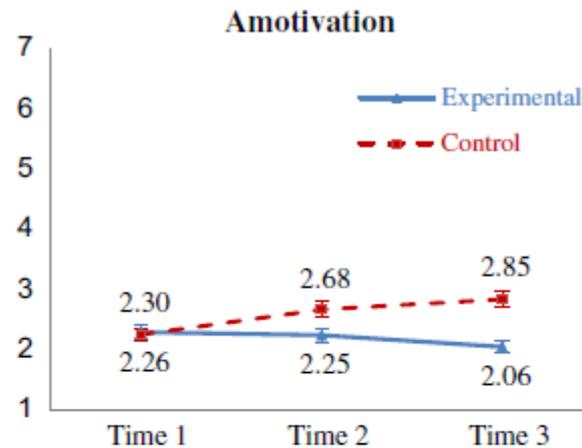
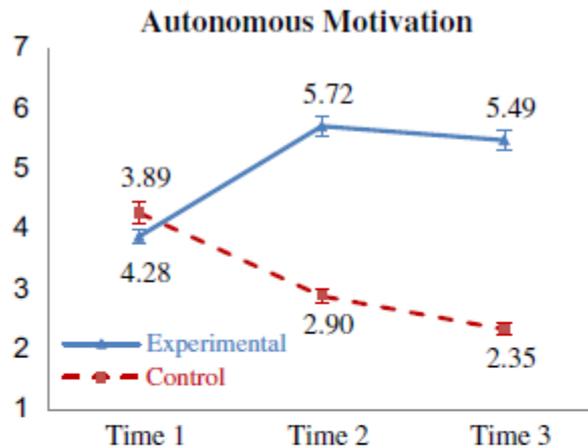
Relatedness Need Satisfaction



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

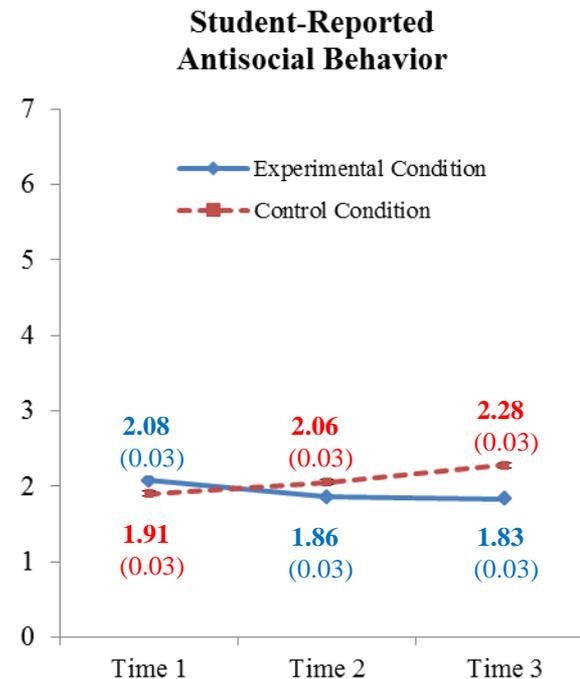
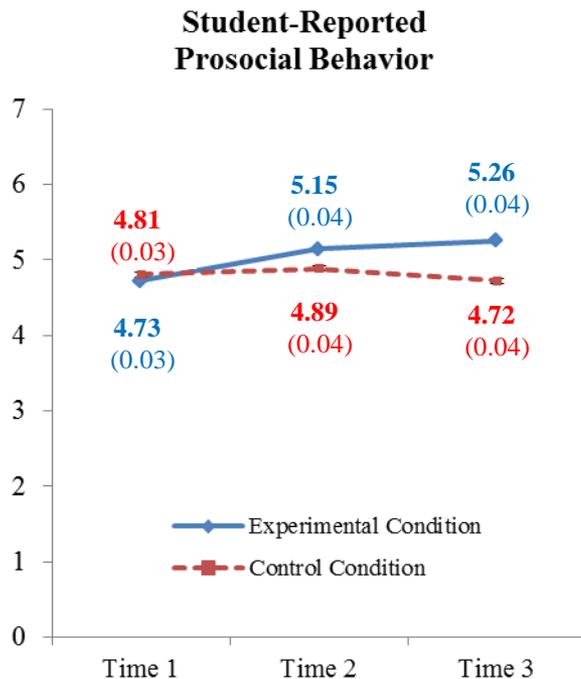
More Positive Student Outcomes



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

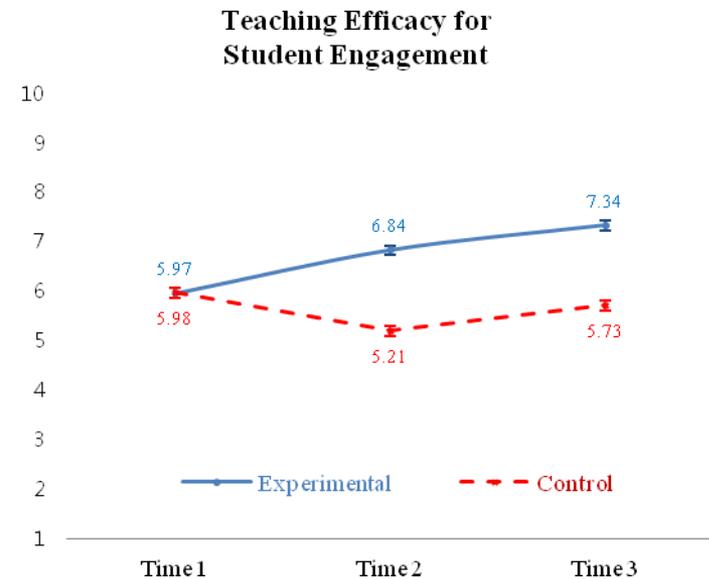
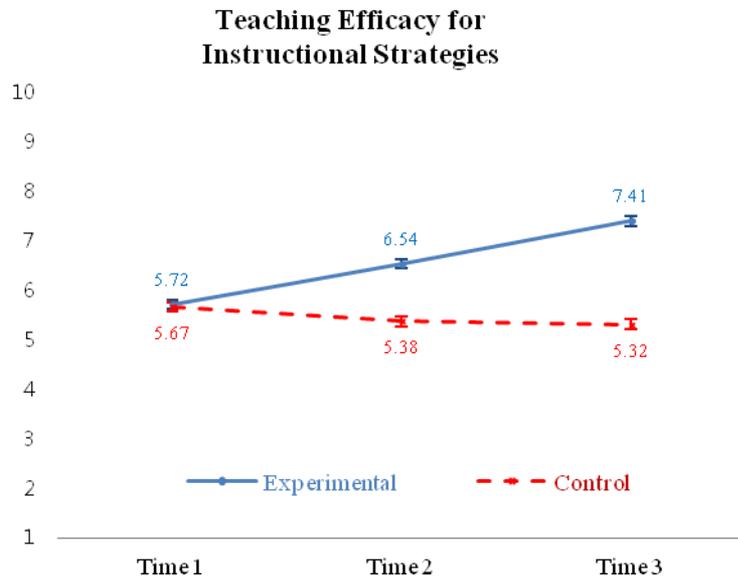
More Prosocial Behavior, Less Antisocial Behavior



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

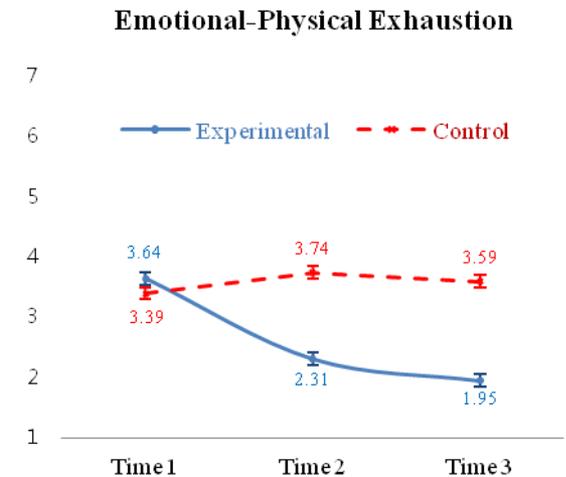
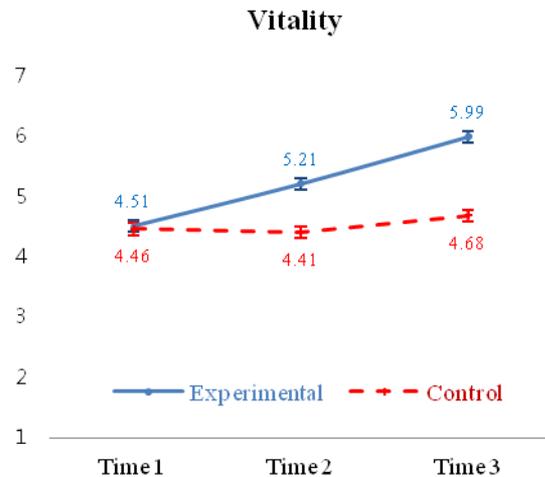
Greater Teaching Efficacy during Instruction



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



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)	Intrinsic Goal to Develop Greater Teaching Skill	Teaching Efficacy for Instructional Strategies	Improved Relationships with Students	Job Satisfaction
Autonomous Motivation for Teaching	Enhanced Passion for Teaching	Teaching Efficacy to Enhance Student Engagement		Increased Vitality from Teaching
Less Controlled Motivation for Teaching		Student Rating of Instructor's Expertise		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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