

## 2. Vitalize Students' Motivational Resources

This is the second in a series of Autonomy-Supportive Behaviours that teachers can use in the classroom. Remember: You're not responsible for creating motivated students; you're responsible for creating an environment where students can motivate themselves.

In the previous write-up, you're asked to Be a Student Yourself. Think about whether your students find the activity or behavior interesting. If the activity is most likely interesting to them, this is where you can harness the basic level of interest that's already there to maximize both their and your benefit! (If the activity is most likely *uninteresting*, refer to the next write-up 3. Why Should I Do It?).

### What?

All students have 6 *inner motivational resources* that **energizes and directs their engagement and well-being, when you support them**. They are the ultimate sources of students' classroom engagement.

<b>Autonomy</b>	The need to endorse one's own thoughts, feelings, behaviours
<b>Competence</b>	The need to seek optimal challenges, take them on, exert effort to master them
<b>Relatedness</b>	The need to be involved in warm relationships characterized by mutual concern, liking, and acceptance
<b>Curiosity</b>	Desire to close an unexpected gap in their knowledge
<b>Interest</b>	Desire to learn something new or develop greater understanding
<b>Intrinsic Goals</b>	Personal strivings that satisfy first 3 needs. An inward focus to pursue personal growth or closer interpersonal relationships

### Why?

It allows students the opportunity to be self-directed in class, instead of being pawns that are mindlessly carrying out instructions. **It allows students to engage in class genuinely because they want to, not because they need to.** People generally want to do things that satisfies their needs, curiosities, are interesting, and personally important.

### When?

This is most timely **when introducing a learning activity, or when transitioning from one activity to another**. It is most needed when you seek active engagement from your students.



## How?

Use your instructions in class to vitalize each motivational resource:

<p><b>Autonomy</b></p> <p><i>vitalized when:</i></p>	<p>Offer them an opportunity to direct themselves.</p> <p>Ask them what they would like to do within the context of the activity, then allow and help them to do it.</p> <p><i>Students say yes to “Do I want to learn this? Do I want to do this? Do I fully agree with this decision and action?”</i></p>
<p><b>Competence</b></p> <p><i>vitalized when:</i></p>	<p>Offer them an optimal challenge to strive for within a failure-tolerant environment.</p> <p>Suggest to students a goal to strive for, a role model to emulate, or students’ past performance for them to surpass. Start a lesson by introducing a standard (e.g. write a paragraph with only active verbs, run a mile in 10 min or less) and ask students “Can you do it?”</p> <p><i>Students perceive they are making progress toward meeting the challenge within the learning activity.</i></p>
<p><b>Relatedness</b></p> <p><i>vitalized when:</i></p>	<p>Offer them an opportunity to engage in communal social interaction.</p> <p>Let students engage in face-to-face interaction with a classmate (e.g. 2-min learning together exercise, cooperative learning)</p> <p><i>Students have the chance to relate their selves to others in an authentic, caring, reciprocal, and emotionally meaningful way.</i></p>
<p><b>Curiosity</b></p> <p><i>vitalized when:</i></p>	<p>Ask a curiosity-inducing question, introduce suspense about what comes next, encourage students to explore a new activity.</p> <p><i>Students explore to acquire the information they need to remove their knowledge gap.</i></p>
<p><b>Interest</b></p> <p><i>vitalized when:</i></p>	<p>Offer new information that exposes a knowledge gap, new experiences (e.g. field trips), new stories or quotations, a brief lesson-centric video presentation, a problem/puzzle/riddle/mystery to solve, a how-to demonstration.</p> <p>Interest is like heart rate – it’s always there but it rises and falls in response to stimuli. Seize your chance to stimulate it!</p> <p><i>Students have the chance to learn something new and develop greater understanding.</i></p>
<p><b>Intrinsic Goals</b></p> <p><i>vitalized when:</i></p>	<p>Frame the activity as an opportunity for personal growth, skill development, closer relationships, or to contribute to the community.</p> <p>E.g. Introduce a writing lesson not only as an exercise in writing, but an opportunity to become a better writer. “As you read this passage by Philip Roth, notice how good the writing is. Ask yourself what makes this such a good writing, and use your answer to discover how to become a better writer yourself.”</p> <p><i>Students truly want to improve and grow.</i></p>

Source: Reeve, J. (2016). *Autonomy-supportive teaching: What it is, how to do it*. W. C. Liu, J. C. K. Wang, & R. M. Ryan (Eds.). Springer Science+Business Media: Singapore. Written by C. M. Q. Sim, 2016.