Two Kinds of Motivation

Motivation-Driven (autonomy-supportive vs. controlling)

Motivation-driven teachers are seeking to understand and are motivated by students; they take students at their word, listen, ask questions, and see their students as capable of consistent, high-quality work. They expect students to adopt the teacher’s perspective.

Motivation is the basic need in humans. When students are motivated, they are more engaged and perform better in class. When students are not motivated, they are less engaged and perform worse in class.

Extrinsic Motivation

Extrinsic motivation is the motivation to do something for the external rewards or for the approval of others. It is often associated with external factors such as grades, rewards, or praise.

Intrinsic Motivation

Intrinsic motivation is the motivation to do something because it is interesting, enjoyable, or enjoyable. It is often associated with internal factors such as personal interest or enjoyment.

THE SCIENCE OF LEARNING: AUTONOMY VS. CONTROL

The primary task of the teacher is to try to understand students as distinct individuals with their own personal goals and interests and schoolwork. In addition, teachers may also find themselves thinking about the relationship between students and teachers. In motivating students toward School, Intrinsic and Extrinsic Motivations: Classic Definitions and New Evidence-Based Instructional Design Strategies

The importance of autonomy support in education

The importance of autonomy support in education is that it helps students to understand the connection between their personal goals and interests and schoolwork. In addition, teachers may also find themselves thinking about the relationship between students and teachers. In motivating students toward School, Intrinsic and Extrinsic Motivations: Classic Definitions and New Evidence-Based Instructional Design Strategies

Putting it into practice

Five Classroom Strategies for the Autonomy-Supportive Educator

1. Provide Explanatory Explanations
2. Encourage Learners' Metacognition
3. Use Intrinsic, Non-Controlling Language
4. Provide Specific, Self-Regulation Feedback

REFERENCES & FURTHER READING