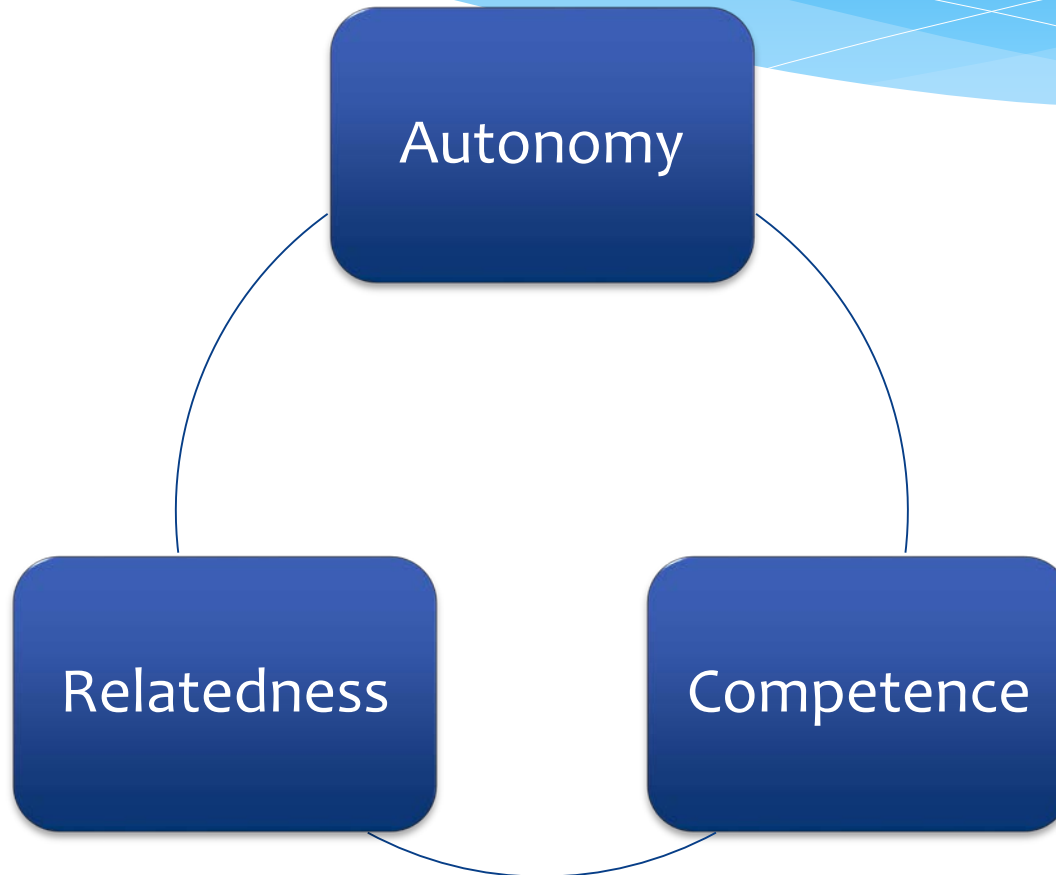


# Autonomy Support in the Postsecondary Classroom

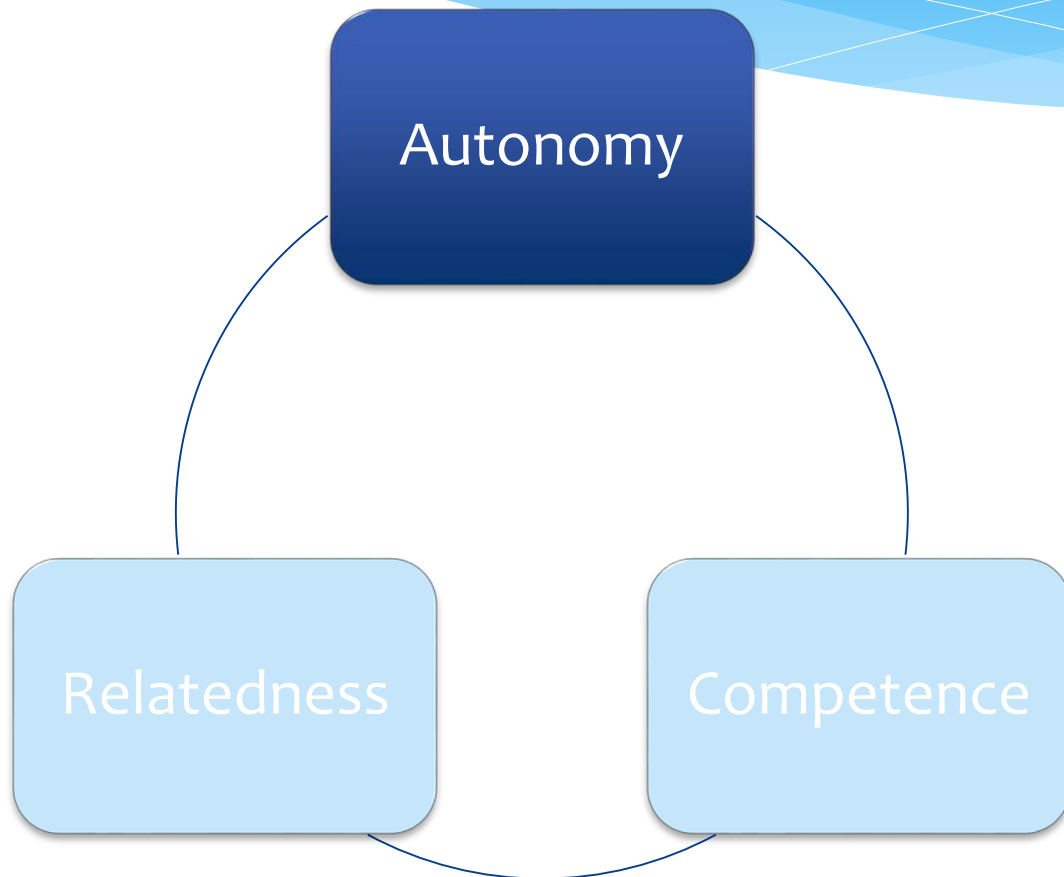
A Self-Determination Perspective

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# Self-Determination Theory



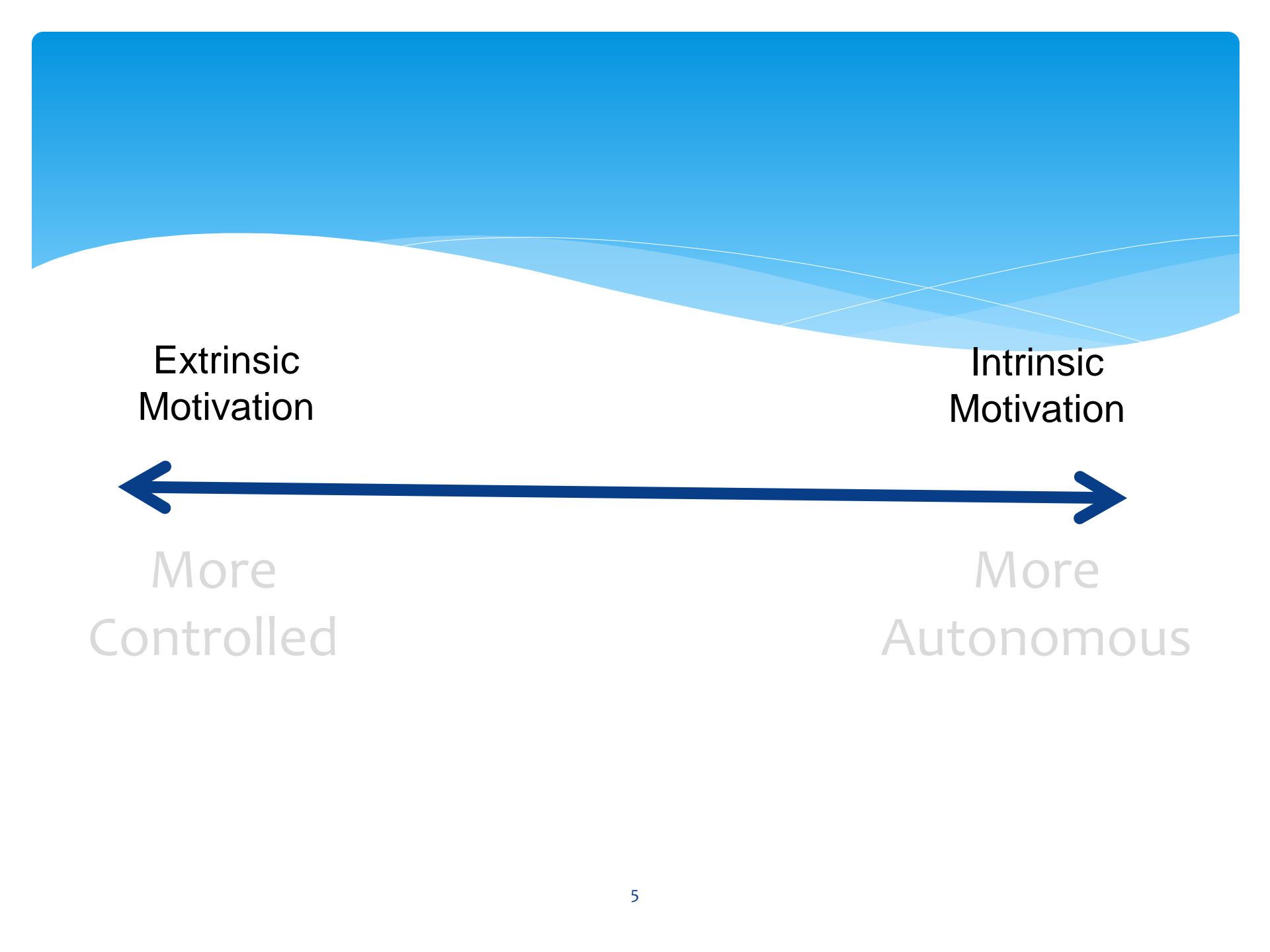
# Self-Determination Theory





More  
Controlled

More  
Autonomous



Extrinsic  
Motivation

Intrinsic  
Motivation

More  
Controlled

More  
Autonomous





# Definition

- \* An autonomy-supportive teacher is “an individual in a position of authority [who] takes the other’s perspective, acknowledges the other’s feelings, and provides the other with pertinent information and opportunities for choice while minimizing the use of pressures and demands” (Black & Deci, 2000, p. 742)



# Autonomy-Supportive Behaviors



# Controlling Behaviors



# Purpose

- \* To complete a literature review of studies measuring instructor autonomy support in postsecondary populations

# Method

- \* Key terms such as “autonomy” and “autonomy support” were used
- \* Studies then narrowed by subsequent terms of “undergraduate” and more broadly to “postsecondary”
- \* 9 final studies

# Learning Outcomes

When students perceived autonomy support:

- \* Deeper Processing (Vansteenkiste et al, 2004)
- \* More persistence with difficult tasks (Black & Deci, 2000)
- \* Higher course performance (Black & Deci, 2000)



# Motivation Outcomes

When students perceived autonomy support:

- \* Higher autonomous (intrinsic) motivation
- \* Higher reported competence (Williams & Deci, 1996)
- \* Better need satisfaction (Sheldon & Krieger, 2007)



# Group Differences

- \* Teaching philosophies significantly related to autonomy support (Sheldon & Krieger, 2007; Williams & Deci, 1996)
- \* Women report more autonomous motivation, less competence (Levesque et al., 2004)
- \* Age related to perceptions of controlled motivation (Williams & Deci, 1996)

# Limitations

- \* Lack of diversity
  - \* Gender
  - \* Education/psychology majors
  - \* Racial
- \* Only 2 studies involved instructor perspectives (Reeve et al., 1999; McLachlan & Hagger, 2010)



# Why it Matters

- \* Autonomy support benefits all students
- \* Some students may need more support
- \* Sink or Swim mentality

# Future Directions

- \* Diversify sample populations
- \* Survey Faculty
  - \* Interventions



# Future Directions

## \* Class Size



# Thank you!

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