Bounded freedom: common grounds & different perspectives in the classroom

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Set up workshop

1. Introduction
2. Psychological needs of students
3. Theoretical framework
4. Balancing act
5. Showtime
6. Reflection
Introduction
What brings you here?
Psychological needs of students
What are the psychological needs of students?
What are the psychological needs of students according to teachers?
Theoretical framework
Factors Associated with the Facilitation of Intrinsic Motivation

- Autonomy (supports for volition)
- Competence (structure; positive feedback)
- Relatedness (inclusion, empathy, care)

Intrinsic Motivation

Self-Determination Theory
Autonomy: HP students’ need according to the teachers:
Freedom of choice and meeting personal interest (content)
Freedom to experiment and to explore
Want to be self responsible

Competence: HP students’ need according to the teachers:
How will I be assessed?
What is expected from me?
Clear structure and what are the deadlines

Relatedness: HP students’ need according to the teachers:
Frequently meeting each other
Bonding and community building
Easy approachable teachers

Conditions that **Facilitate Intrinsic Motivation**

**Autonomy-Relevant**
- Absence of Pressure
- Goal Choice
- Strategy Choice
- Task Involvement
- Promotion of Task Interest

**Competence-Relevant**
- Optimal Challenge
- Pos. Feedback
- Informational Rewards

**Relatedness-Relevant**
- Empathy
- Warmth
- Acknowledge Emotions

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Conditions that **Undermine Intrinsic Motivation**

**Autonomy-Relevant**
- Pressure toward Outcomes
- Punishment contingencies
- Goal Imposition
- Controlling rewards
- Ego-involvement
- Surveillance

**Competence-Relevant**
- Non-Optimal Challenges
- Negative Feedback

**Relatedness-Relevant**
- “Cold” Interactions
- Lack of Positive Involvement
Balancing act
Reflection
Inspiring Teachers: The Same Everywhere

Students wrote narratives about their most recent, most motivating, and most de-motivating teachers.

In EVERY sample, autonomy-support and relatedness emerged as the most frequent and salient characteristics, along with enthusiasm and energy.

In NO sample did rewards, grade focus, rigor or control emerge as positive factors. In most samples (though not all) grade focus was associated with de-motivating teachers.

Niemiec, et al., 2013